

CHILD WELFARE TRAINING ACADEMY TRAINING PLAN

FY 2024 APSR



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VERSION HISTORY

VERSION	AUTHOR(S)	DESCRIPTION OF VERSION	DATE COMPLETED
1.0	Office of Planning, Policy, and Program Support	Introductory Child Welfare Training Academy Training Plan	June 2010
2.0	Child Welfare Training Academy in conjunction with the Office of Planning, Policy, and Program Support	Training Plan for 2011-12 with emphasis on the current and ongoing development of the Child Welfare Training Academy	April 2011
3.0	Child Welfare Training Academy in conjunction with the Office of Planning, Policy, and Program Support	Training Plan for 2012-2013 with emphasis on the current and ongoing development of the Child Welfare Training Academy	January 2012
Versions 4.0 – 10.0 were created each year from 2013 to 2021.			
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12.0	Child Welfare Training Academy in conjunction with the Office of Planning, Policy, and Program Support	Training Plan for 2022-2023 with emphasis on the current and ongoing development of the Child Welfare Training Academy	April 2022
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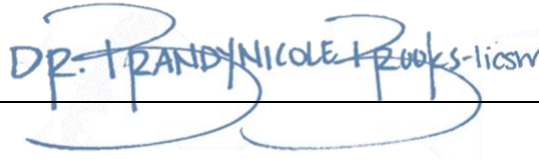
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DOCUMENT APPROVAL

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EXECUTIVE SUMMARY

FY 2024 APSR Update

In June 2022, the DC Child and Family Services Agency established the Development and Equity Administration (DEA) to formalize the Agency's priority towards inclusion, belonging, and workforce well-being. The DEA is made up of the Child Welfare Training Academy, Equity and Change Management, and Workforce Clinical Well-Being.

Equity and Change Management focuses on implementing the work of DC Child and Family Services Agency's (CFSA) Diversity, Equity, Inclusion, and Belonging (DEIB) Steering Committee. The steering committee was established in October 2020 in response to a nationwide focus on DEI and disproportionality in child welfare.

In 2018, the Agency's Secondary Traumatic Stress (STS) Workgroup was created to address the impact of STS on CFSA's workforce. Out of that workgroup came several recommendations to begin to recognize, address, mitigate, minimize, and support healing from STS. Our work processes and interventions must drive towards the well-being of CFSA's workforce, reduce turnover, maintain professional competency, and increase efficacy in our mission to achieve the best outcomes for children and families. The work of the Secondary Traumatic Stress Workgroup became Workforce Clinical Well-being and a part of the DEA in June 2022.

The Child Welfare Training Academy (CWTA) Training Plan is intended to be a catalyst for the Child and Family Services Agency's (CFSA or Agency) workforce development and workforce training efforts. The CWTA Training Plan provides common direction, strategic areas of emphasis, and priorities for making decisions on the use of federal, state, and local resources. Providing child welfare services in any capacity requires certain knowledge, skills, personal qualities, and respect for the values of others. It is the intention of CWTA that all training is a planned activity, i.e., employees receive training necessary to achieve the development of skills, knowledge, abilities, and attitudes related to their job duties and individual growth in their own departments and the Agency overall.

To be recognized as competent, Agency administrators, supervisors, and social workers must demonstrate professional behaviors that achieve the overall purposes of child welfare practice. Specific behavioral-based learning objectives are sets of knowledge and behaviors required of child welfare practitioners that enable staff to perform effectively the tasks associated with each stage of the child welfare behavioral-based process. One of CWTA's key objectives for all training and employee development activities is to actualize the Agency's Practice Model.

For the purposes of this plan, training is defined as one or a series of formal, planned activities that are instructional in nature and are developed for the purpose of conveying course content leading to the acquisition of demonstrable knowledge, skills, and abilities.

The CWTA training plan fulfills the following objectives:

1. To declare CWTA's intent to improve service through in-house training and outside training;
2. To ensure continuous staff development and the responsibility for it in order for CFSA and private agencies to increase the knowledge, skills, and abilities of employees to meet both present and future needs of their departments and agencies; and

3. To assist in the implementation of a statewide program of career development to attract and retain persons of superior ability and potential for development.

This plan is the architectural backbone for directing CWTA's activities for training and supports development across CFSA.

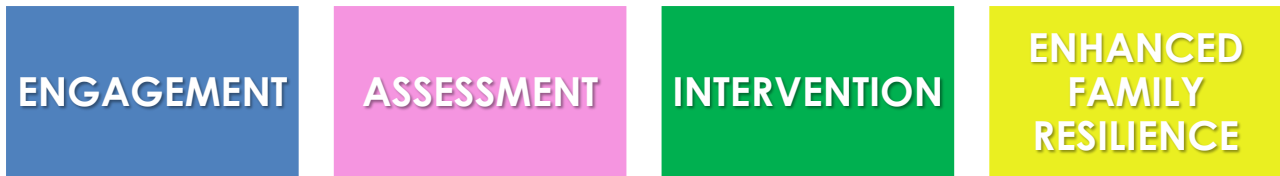
ABOUT THE CHILD WELFARE TRAINING ACADEMY

The Child Welfare Training Academy (CWTA) at the Child and Family Services Agency (CFSA or Agency) has a vision to provide the District of Columbia's social workers, resource parents,¹ and community partners with the knowledge, skills, support, and coaching that effectively promote the safety, permanence, and well-being of children and families in the District of Columbia.

CWTA's key objective is to actualize the Agency's Practice Model in all training and employee development activities. Accordingly, every element of CWTA's curriculum supports the Practice Model's commitment to comprehensive case-planning strategies that emphasize a social worker's teaming relationship with families, various administrations, caretakers, school staff, mentors, therapists, other District and contract Agency social workers, and an array of community service providers.

FY2023 ASPR Update

CFSA's Practice Model provides the roadmap for CFSA and its contracted social workers, supervisors, and managers (as well as non-case-carrying personnel) to accomplish the Agency's mission of safety, permanency, and well-being for children and families. To achieve this mission, CFSA focuses on the key components of clinical engagement, assessment, and trauma-informed intervention, all toward the goal of enhanced family resilience.



CFSA and contracted social workers, supervisors, and managers (as well as non-case-carrying personnel) consistently affirm the Agency's mission through the following attributes of excellence as part of their professional CFSA practice standards:

- Effective Child Welfare Practice
- Child-Centered
- Family-Focused
- Strength-Based, Solution-Focused
- Community-Connected
- Culturally Humble & Responsive Practice
- Continuous Quality Improvement

CWTA guarantees instruction and coaching support for all case-carrying social workers, supervisors, and resource parents serving the District of Columbia's child welfare system. In particular, CWTA is charged with equipping CFSA and contract agency staff and resource parents with the necessary knowledge and skills to practice and deliver services that uphold the mission, core values, and strategic direction of the Agency. Most importantly, CWTA ensures Agency compliance with federal and District licensing requirements for social workers and resource parents.

¹ "Resource parents" is a term used interchangeably with foster parents, including traditional, kinship, pre-adoptive, and pre-guardianship caregivers.

In recognition of CWTA's potential to maximize quality training and staff development, the Agency partners with contract agencies, CFSA staff, and leadership to ensure training offerings that are substantive and meaningful. Further, CWTA provides consistent and professionally enriching trainings, both pre-service and in-service, for social workers, supervisors, and resource parents. The original, state-of-the-art training curricula are specifically designed to build upon existing knowledge, skills, and abilities. CWTA is also designed to be a dynamic institution, updating curricular training in accordance with advanced and innovative tracking and monitoring processes that further support the Agency's ongoing evaluation and practice improvement efforts.

FY 2023 APSR Update

DIVERSITY, EQUITY, INCLUSION, AND BELONGING (DEIB) AND THE TRAINING INTERSECTION

CFSA's DEIB work focuses on raising DEIB awareness and cultivating an equitable working environment while also examining disproportionality in Agency clientele. The Agency goal here is to help increase community performance for meeting the needs of families of color, thereby reducing the number of the families that come to CFSA's attention.

To understand Agency culture more fully around DEIB, CFSA surveyed employees to determine their DEIB knowledge. The survey assessed and evaluated the work climate across Agency administrations, including areas of recruitment, training, policies, engagement, and resource development. CFSA will analyze and then use the results to create an action plan. This action plan will also serve as an ongoing response to the Racial Equity Achieves Results Emergency Amendment Act of 2020 (REACH Act).²

Lastly, the DC Office of Race Equity requires all District agencies to provide racial equity training. CWTA has developed a race equity discussion-based training that teaches skills and strategies that enable participants to become more self-aware and inclusive regarding day-to-day practices with colleagues in the workplace and with families in the community.

TRAINING OVERVIEW

CFSA PRACTICE MODEL

One of the key objectives of CWTA is to actualize the Agency's Practice Model into all training and employee development activities. In effect, CWTA reaches beyond the rules and regulations of mandated training requirements through a conscientious determination to provide training that specializes in the needs of the District's child welfare population. Accordingly, every element of CWTA's curriculum supports the Practice Model's commitment to comprehensive case-planning strategies that emphasize a social worker's teaming relationship with families (including the child or youth, when appropriate), various administrations within CFSA, other District and contract agency social workers, and an array of community service providers. As always, the Agency's primary ambition is to secure the entire family's safety and well-being, and to determine the most appropriate permanency goal for every individual child who comes to the attention of the District's child welfare system.

² The Racial Equity Achieves Results (REACH) Emergency Amendment Act of 2020 has been in effect since December 7, 2020 (D.C. Act 23-521;67 DCR 1443).

Grounded in the values of trauma-informed, clinical skills, effective child welfare practice relies on six core actions. Recognizing the diversity of individual strengths and styles across the workforce, CFSA social workers and staff work to consistently take these actions in serving children and families. The following six core actions make up the Agency's Practice Model.

1. ENGAGE FAMILIES
2. TEAM
3. CONTINUALLY ASSESS
4. PLAN TARGETED INTERVENTIONS
5. TRACK AND ADAPT
6. BE PART OF A SUPPORTIVE WORKPLACE

Through the embodiment of the above attributes and commitments, social workers, supervisors, and resource parents can both ensure and enhance the District's existing capacity for building strong families and supportive communities where children, youth, and adults can safely and productively reside and thrive as citizens.

CWTA TRAINING PHILOSOPHY

Learning is maximized when supervisors, employees, and resource parents take responsibility for development, form powerful partnerships, and hold themselves accountable for performance.

CWTA TRAINING GOALS

CWTA EMPHASIZES A STRONG COMMITMENT TO DEVELOPMENT.

CWTA uses established training and development guidelines as well as measurements via course evaluations and participant feedback to monitor training outcomes. CWTA trainers show their commitment to development through teaching numerous courses: social worker and resource parent pre-service and in-service, social worker and resource parent cross-training in-service, and functioning-based, job-specific topics. CWTA's commitment also extends to coaching newly hired staff with the goals of enhancing knowledge transfer and developing the child welfare professionals of tomorrow.

CWTA TAILORS DEVELOPMENT TO MEET THE AGENCY'S STRATEGIC PLAN.

CWTA creates development opportunities in response to Agency demands in collaboration with the Agency's various administrative areas. The focus of these tailored development initiatives is to build competencies that ensure critical skills gaps are closed, and the intellectual capital of the Agency increases. To ensure that the development options offered at CFSA are evidence-based, CWTA researches best practices in parenting and child welfare for incorporation into programs and courses. CWTA also solicits feedback from learners on a consistent basis with the goal of continuing to refine and enhance CWTA's learning opportunities.

CWTA TAILORS DEVELOPMENT TO MEET THE LEARNING NEEDS OF FOSTER PARENTS.

In addition to preparing foster parents for their roles as caregivers through pre-service and in-service training, CWTA provides guidance through family development plans. These plans help foster parents discern their own unique strengths, interests, and areas where they may need extra assistance in the learning process. When foster parents create their development plans, careful attention is paid to pursuing a variety of development options. The value of day-to-day work experiences cannot be

underestimated, especially when supplemented through coaching, courses, professional associations, action teams, conferences, and independent study.

CWTA TRAINING SCOPE & PRACTICE MODEL IMPLEMENTATION



TRAINING PROGRAM OVERVIEW

- I. Training will be planned for the following staff:
 - A. New Employees:
 1. To orient them to CFSA programs and policies.
 2. To teach them the foundational skills, knowledge, abilities, and attitudes necessary to safely and efficiently perform their clinically based child welfare positions.
 - B. Current Employees:
 1. To keep them up to date on policy and regulation changes.
 2. To expand their knowledge and skills necessary for effective clinical practice and/or their current non-direct service positions.
 - C. Supervisory and Management Employees:
 1. To provide them with supervisory and leadership skills so they can effectively work with the employees they supervise to accomplish unit goals and objectives.
 2. To update these skills.
 - D. All Employees:
 1. To improve practices in their professional, technical, and clerical fields.
 2. To enable them to develop and realize their own potential.
 - E. Resource Parents:
 1. Pre-Service
 1. To orient resource parents to their roles as caregivers for CFSA's youth and children.
 2. To teach them the foundational skills, knowledge, and abilities necessary to safely and efficiently care for CFSA's children and youth.
 2. In-Service
 1. To keep them up to date on policy and regulation changes.
 2. To ensure continued paraprofessional development as resource parents.

- II. Training will be accomplished through one or a combination of the following methods:
 - A. CWTA Pre-Service Training: Training for new employees and supervisors designed to provide minimum skills necessary to perform required duties of the new position.
 - B. CWTA In-Service Training: Training for experienced employees designed to develop skills or provide knowledge that will enhance an employee's current skill level.
 - C. External Training: Training received from anyone other than CWTA trainers, including all other state or federal agencies or organizations, private consultants, or other recognized providers.

Additionally, both federal and District regulations require social workers and resource parents to receive quality training prior to providing professional services to children and families. CFSA adheres to additional training requirements based on the 2010 LaShawn Implementation and Exit Plan,³ which mandates the following specific guidelines:

- **New workers receive the required 80 hours of pre-service training** through a combination of classroom and on-the-job training in assigned training units.
- **New supervisors receive a minimum of 40 hours of pre-service training** on supervision of child welfare workers within eight months of assuming supervisory responsibility.
- **Previously hired workers receive annually a minimum of 5 full training days (or a minimum of 30 hours) of structured in-service training** geared toward professional development and specific core and advanced competencies.
- **Supervisors and administrators receive annually a minimum of 24 hours of structured in-service training.**
- CFSA and contract agency **resource parents receive annually a minimum of 15 hours of in-service training.**

CWTA PRE-SERVICE TRAINING

The entire new hire pre-service curriculum includes a minimum of 80 training hours and is completed over a consecutive period. The training courses include an array of learning experiences that are suited to different learning styles that can be appropriately applied to every practice setting. New hires from both CFSA and the private agencies are required to attend this training prior to receiving access to FACES,⁴ unless a waiver is enacted.

Pre-service training waivers may apply upon a hiring manager's request when social workers, family support workers, nurse care managers or community-based nurses have successfully completed CWTA pre-service training within the past 24 months. Eligibility for a waiver requires no lapse in employment exceeding 60 days.

For foster parents, pre-service training occurs over 5 weeks of in-person classroom and online training. This training is the nationally recognized New Generation (NG) PRIDE (Parent Resources for Information, Development, and Education) Model of Practice (NG PRIDE) curriculum developed by the Child Welfare League of America (CWLA). Previously, CWTA offered TIPS_MAPP pre-service training to

³The *LaShawn Implementation and Exit Plan* was negotiated in December 2010 as the result of the American Civil Liberties Union (later Children's Rights, Inc.) filing the initial *LaShawn A. v. Barry* lawsuit in 1989 over the quality of services the District of Columbia was providing to abused and neglected children in its care.

⁴ CFSA's Child Information Systems Administration (CISA) tracks and ensures accuracy of data through the Agency's web-based child welfare information system, which is known locally as FACES. FACES is the central repository for all client-level information in the District.

potential foster parents, as of 2019, CWTA offers NG PRIDE in order to support parity between the information provided to DC resource parents and our Maryland resource parent partners.

CWTA SUPERVISORY PRE-SERVICE TRAINING

Newly hired supervisors are required to complete the pre-service training, Mastering the Art of Child Welfare Supervision. This training comprises seven modules focused on acclimating newly hired supervisors to clinical supervision in the child welfare setting. Additionally, they are required to enroll in the three-day mandatory FACES training. This training includes information on utilizing the Structured Decision Making (SDM®) tool. It is absolutely essential for supervisors and social workers to be adept at using the FACES system. Supervisors must set the example for their workers and enter data accurately and on a timely basis while holding their workers accountable for the same. Additional information regarding the specific modules and coaching component of supervisory pre-service training is included below in the Training Course Descriptions section.

CWTA IN-SERVICE TRAINING

The in-service training program continues to reinforce the fundamental tenets of the Practice Model that were initially highlighted in the social worker's pre-service training and the CFSA pre-service training for prospective resource parents known as the NG PRIDE curriculum. In-service training is available to all CFSA and private agency staff and resource parents.

FY 2021 APSR Update

For resource parents, CWTA has developed a tiered approach to training based on a continuous quality improvement process.⁵ The tiers support introducing Resource Parents to the core competencies of being a resource for CFSA children and families. The competencies were developed by the nationally recognized Child Welfare League of America and introduced in the NG-PRIDE Model of Practice.

The NG-PRIDE Model is designed to teach knowledge and skills in five essential competency categories for resource parents:

1. Protecting and nurturing children.
2. Meeting children's developmental needs and addressing developmental delays.
3. Supporting relationships between children and their families.
4. Connecting children to safe, nurturing relationships intended to last a lifetime.
5. Working as a member of a professional team.

THE CFSA RESOURCE PARENT TRAINING POLICY REQUIRES AT LEAST 40 HOURS OF PRE-SERVICE TRAINING FOR RESOURCE PARENTS AND 30 HOURS OF IN-SERVICE TRAINING FOR LICENSE RENEWAL. THIS APPROACH ALSO SUPPORTS ADHERENCE TO THE FOSTER PARENT TRAINING REGULATION ACT OF 2018.

In December 2018, the DC Council passed updated legislation for the Foster Parent Training Regulation Act of 2018. These updates mandate specialized training for resource parents when a child who meets one of the following criteria joins their family:

- Is LGBTQ;

⁵ See Multi-Tiered Approach to Resource Parent Training for a full description in the appendix

- Is a victim of sex trafficking as that term is defined in the Trafficking Victims Protection Act of 2000;
- Is a child with a disability;
- Is pregnant or a parent;
- Has a history of violent behavior; or
- Is 16 years of age or older.

Within 45 days of identifying the need for specialized training in accordance with the Foster Parent Training Regulation Act of 2018, CFSA will notify the resource parent of the requirement to complete specialized training; determine the appropriate training course and provide assistance for the resource parent to complete the appropriate training course. This process will begin with the placement administration notifying the resource parent support worker assigned to support the resource parent who has child with specialized needs joining their family. The resource parent support worker will then notify the resource parent of the required training and timeframes and will work to ensure the training is completed within the required timeframes. Specialized training completed by a resource parent four months prior to receiving notice from the agency or specialized training completed by a resource parent one year prior to the expiration date of the foster parent's current license will count towards this specialized training requirement.

FY 2023 APSR Update

The CFSA Resource Parent Support team created CFSA's Trauma-Informed Professional Parents (TIPP) program to provide specialized resource parent support 24 hours per day, 7 days a week. TIPP homes focus on caregiving for children ages 8-12 who have experienced trauma. However, TIPP homes also include youth older than 12 years. The homes provide an appropriate family-based foster placement for children and youth with particularly challenging mental and behavioral health concerns. To support the preparation and retention of these professional resource parents, and to increase placement stability for the children, CWTA created a four-module trauma-informed training series. This series focuses on understanding behaviors related to trauma, addressing these behaviors, and maintaining a support network for the professional resource parents who are caregiving for trauma-impacted children. Descriptions for these modules are included in the *Training Course Descriptions* section below.

CWTA SUPERVISORY IN-SERVICE TRAINING

All direct service supervisors are required to complete the in-service training, Mastering the Art of Child Welfare Supervision 2.0 (MACWS 2.0). The purpose of MACWS 2.0 is to review best practices in clinical supervision while reinvigorating CFSA management's approach to their important roles within the Agency and the Agency's paradigm shift.

MACWS 2.0 is presented in eight sessions with each session lasting between two and six hours. These sessions are separated by tiers. Managers must complete all sessions in Tier One prior to attendance to Tier Two and Tier Three sessions. Additional information regarding the specific in-service training modules is included below in the Training Course Descriptions section.

EXTERNAL IN-SERVICE TRAINING

CWTA understands that some staff members and resource parents may choose to receive some or all of their required training external to the Agency, including conferences, seminars and workshops. In order to track outside training, CWTA has instituted an External Training Tracking Form (for employees and private agency staff) and the Data Entry Submission Form (for resource parents), which must be

completed for any training completed outside of the Agency. In addition, CWTA must pre-approve all in-service training for resource parents prior to attendance and receipt of in-service credit. When resource parents provide proof of training completion, CWTA places earned credit in the Individual Training Record.

TO BE APPROVED, TRAINING MUST MEET THE FOLLOWING CRITERIA:

- Links to and supports the CFSA Practice Model
- Provides individualized opportunities for learning
- Identifies learning outcomes
- Supports the CFSA resource parent competencies and/or pre-service training program
- Be reasonable in training hour feasibility within the identified timeframe
- Be relevant to social work and child welfare

THE FOLLOWING WOULD NOT BE APPROVED FOR TRAINING HOURS:

- Book reading
- Movies
- Extracurricular activities, such as site seeing, visiting museums, theme parks, or sporting events

MANDATORY IN-SERVICE TRAINING

Federal and local legislation prescribe mandatory in-service training to enhance child welfare services to specific subsets of the child welfare population – children and youth who have been identified as at risk for the commercial sexual exploitation of children (CSEC) and those who identify as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ), or gender non-conforming.

Federally, the Preventing Sex Trafficking and Strengthening Families Act, Public Law 113-183 (PDF - 274 KB) prevents and addresses sex trafficking of children in foster care, while also extending and improving adoption incentives, and improving international child support recovery. This act also requires that child welfare professionals receive annual training related to human trafficking.

Locally, the DC Municipal Regulations for social work licensure requires all DC licensed social workers to complete a minimum of 2 hours of continuing education focusing on patients or clients who identify as lesbian, gay, bisexual, transgender, gender nonconforming, queer, or question their sexual orientation or gender identity and expression.

FY 2023 APSR Update

The DC Mayor's Office of Race Equity has mandated all DC government employees to complete training on race equity and its impact on District residents. In response to this mandate, CWTA created a three-part series, titled *Race Equity in Child Welfare*. All CFSA employees are required to complete this training series by the end of FY 2022 (September 30). CWTA will continue to provide these sessions in perpetuity with updates as warranted. Descriptions for these training sessions are included in the *Training Course Descriptions* section below.

CFSA INSTITUTIONAL REVIEW BOARD

CFSA protects the safety and privacy of any CFSA client involved in human behavioral research protocols and proposals. The Agency's Institutional Review Board (IRB) ensures this protection is ongoing and monitored. The chair of the Agency's IRB is the CWTA program administrator.

FY 2023 APSR Update

The CFSA IRB has received no research requests over the past year.

POSITIONS RESPONSIBLE FOR EMPLOYEE TRAINING AND DEVELOPMENT

FY 2024 APSR Update

Under the purview of the Deputy Director for the Office of Planning, Policy, and Program Support (OPPPS), and the Chief Development and Equity Officer, CWTA is responsible for ensuring the implementation of an effective child welfare training system that not only fulfills the District's legal mandates for the training and licensing of social workers, but also provides the highest quality child welfare instruction available for social workers, supervisors, and resource parents.

The Chief Development and Equity Officer maintains overall responsibility for employee training and development. The Chief Development and Equity Officer and CWTA program manager are jointly responsible for developing the Training and Development Plan and the day-to-day oversight of the training administration, including curriculum development and design.

CWTA trainers are responsible for the design, development, and execution of the training offered by CWTA. CWTA training specialists assist with the coordination and logistical management of these training sessions. The CWTA program specialist is responsible for the data management and maintenance of training records.

CWTA integrates every component of the Agency's Practice Model and Practice Protocol into the training curriculum. In so doing, CWTA recognizes expert preparation of its staff is required to ensure fulfillment of the CWTA pivotal role. From the CWTA administrator to the professional support staff, individual roles and responsibilities are clearly defined to enhance the success of the entire academy.

CWTA ORGANIZATION CHART

FY 2023 APSR Update

CWTA added an "instructional design training specialist" staff position within this last reporting period. The identified instructional design training specialist reports directly to the CWTA administrator. Additionally, CWTA dissolved one of seven trainer positions.

FY 2024 APSR Update

With the creation of DEA in June 2022, the CWTA program administrator maintained the role of program administration with two additional focus areas of Equity and Change Management and Workforce Clinical Well-Being and the new title of Chief Development and Equity Officer.

METHODOLOGY

CWTA believes individuals learn best about child welfare practice and their own potential through direct experience and participatory training approaches where participants and trainers are seen as co-creators of the learning process. The training approach is based on principles of adult learning.⁶

- 1. ADULTS HAVE A NEED TO KNOW WHY THEY SHOULD LEARN SOMETHING.** CWTA training is based on valid needs of the intended audience. All information provided about the training, including participant guides, add the reasons for learning. The benefits of learning are clearly shown and activities are based around real work experiences.
- 2. ADULTS HAVE A DEEP NEED TO BE SELF-DIRECTING.** CWTA incorporates as much "search and discovery" into the training as possible for experienced learners. CWTA also presents training with as many options for learning as possible.
- 3. ADULTS HAVE A GREATER VOLUME AND DIFFERENT QUALITY OF EXPERIENCE THAN YOUTH.** CWTA designs training activities that reflect the actual work the learners perform and provides activities that permit learners to compare the theoretical aspects of the training with their experiences.
- 4. ADULTS BECOME READY TO LEARN WHEN THEY EXPERIENCE IN THEIR LIFE SITUATIONS A NEED TO KNOW OR BE ABLE TO DO IN ORDER TO PERFORM MORE EFFECTIVELY AND SATISFYINGLY.** CWTA provides training as close as possible to the time it is needed.
- 5. ADULTS ENTER INTO A LEARNING EXPERIENCE WITH A TASK-CENTERED (OR PROBLEM-CENTERED OR LIFE-CENTERED) ORIENTATION TO LEARNING.** CWTA designs training so that learners are solving problems or are performing tasks as close as possible to those encountered back on the job. Training staff strives to train participants in how to use the information to successfully complete the problem-solving activities by focusing activities on "doing" something with information rather than simply "knowing" the information.
- 6. ADULTS ARE MOTIVATED TO LEARN BY BOTH EXTRINSIC AND INTRINSIC MOTIVATORS.** CWTA training activities clearly demonstrate to the learner where he or she would benefit. CWTA's quality training is built around the concept of nourishing those intrinsic motivators.

The trainers have several years of experience in adult learning theory, thus utilizing adult training methodologies. They incorporate effective techniques that involve group dynamics where participants learn from the instructor and each other. CWTA utilizes the Robert Gagne's nine events⁷ of instruction and the ADDIE Instructional Design Model⁸ to ensure that participants learn, retain, comprehend, and apply everything they learn.

⁶ Adapted from: Knowles, M. (1996). Adult Learning. In Robert L. Craig (Ed.), *The ASTD Training and Development Handbook* (pp. 253-264). NY: McGraw-Hill.

⁷ Robert Gagné proposed a series of events which follow a systematic instructional design process that share the behaviorist approach to learning, with a focus on the outcomes or behaviors of instruction or training.

⁸ The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

CWTA courses also model a variety of effective and diverse training methodologies structured around a careful mix of the following different learning techniques:

- Experiential Learning
- Interactive Lecture
- Open Q&A Sessions
- Brainstorming Exercises
- Sharing Experiences
- Role Plays
- Demonstration
- Synchronous online learning

One of the core principles of the CWTA training approach is the peer-to-peer standard where participants share knowledge and experiences, and thereby create new knowledge, which can be transformed into effective child welfare practice. Also, the use and participation of volunteer trainers and training is a substantial part of how training is developed, designed, and delivered.

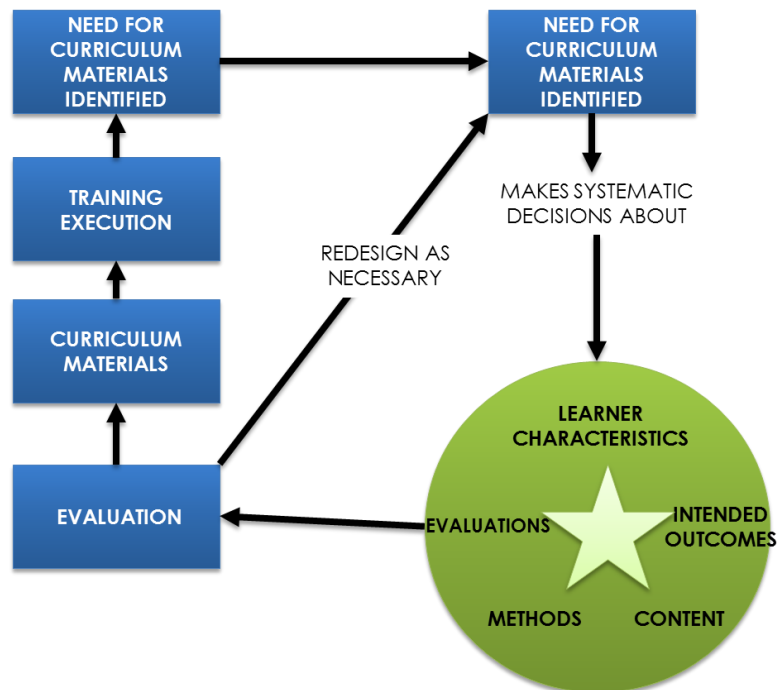
CURRICULUM DEVELOPMENT PROCESS

The CWTA curriculum development process systematically organizes what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. In considering the above three essential components, the following are widely held to be essential considerations in experiential education in non-formal settings and CWTA essential curriculum development considerations:

- Identify the issue, problem, and need (issue → what).
- Recognize characteristics and needs of learners (target audience → who).
- Implement changes intended for learners (intended outcomes/objectives → what the learners will be able to do).
- Provide the important and relevant content (content → what).
- Explain methods to accomplish intended outcomes (outcomes → how).
- Evaluate strategies for methods, content, and intended outcomes (outcomes → What works).

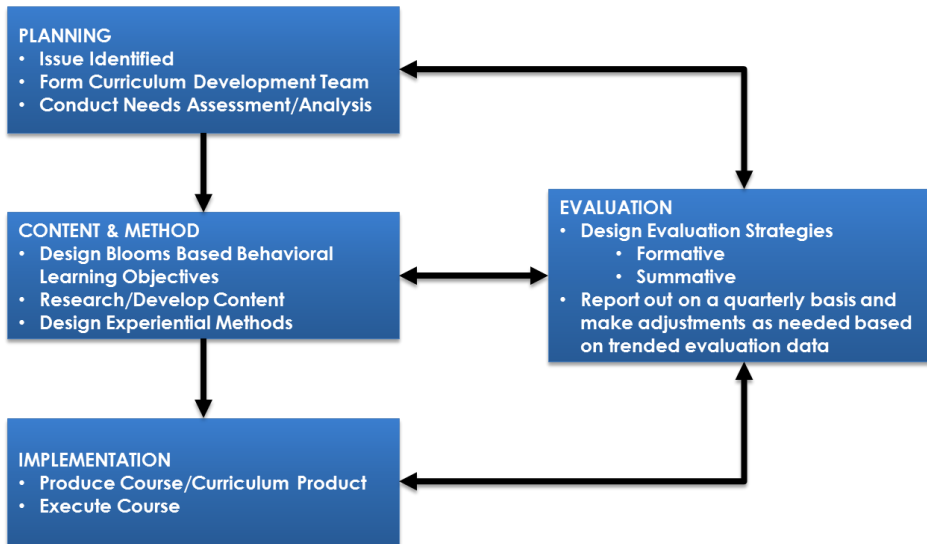
The curriculum development model begins when an issue, concern, or problem needs to be addressed. If training a segment of the population will help solve the problem, then curriculum to support an educational effort becomes a priority for CWTA.

The next step is to form a curriculum development team. The team makes systematic decisions about the target audience (learner characteristics), intended outcomes (objectives), content, methods, and evaluation strategies. With input from the curriculum development team, draft curriculum products are developed, tested, evaluated, and, if necessary, redesigned. When the final product is



produced, CWTA training is conducted. The model shows a circular process where training provides feedback for new materials or revisions to the existing curriculum.

The flow chart below illustrates the interaction and relationships of the four essential phases of the CWTA curriculum development process: (I) Planning, (II) Content and Methods, (III) Implementation, and (IV) Evaluation and Reporting.



As a part of the internal curriculum development process, CWTA engages both internal (social workers, supervisors, nurses, attorneys, etc.) and external (resource parents, DC Department of Behavioral Health, etc.) partners during the writing of any new course. The CWTA trainers work with the CWTA training specialist to hold a curriculum development meeting to determine the needs and deficits of the Agency or resource parent community. This meeting includes representation from Child Protective Services (CPS), a nurse from CFSA's Health Services Administration, and staff from Permanency, Kinship, Family Resources Administration, in addition to any applicable specialist, a private agency representative, and anyone else who is a stakeholder, such as resource parents. Based on the above meeting, the CWTA trainers develop a detailed outline, learning objectives and course description. This process ensures that CWTA effectively captures the needs of all those impacted prior to course execution.

FY2022 APSR Update

In an effort to ensure the Child Welfare Training Academy is receiving feedback regarding an issue, problem, or need from agency administrations and to streamline the curriculum development and design process, the CWTA developed the online Training Request Form. This form is accessible by agency supervisors, program managers, program administrators, and deputy directors. Not only does this allow agency stakeholders to request training, but it also allows CWTA to have a streamlined process of recognizing when requests are made and where in the development process the requests are in order to make determinations about when new training sessions will be provided.

FY2023 APSR Update

Programmatic colleagues use the Training Request Portal to submit training requests. The portal then funnels the training requests to CWTA for consideration of the development of new trainings throughout the Agency. From July 2021 - March 2021, CWTA received nine new training requests. CWTA responded

with development of seven new trainings and additional programmatic recommendations. The remaining two requests are still being processed. This training request portal is being used as requested and allows for greater responsivity to inquiries in one centralized location.

EVALUATION PLAN

The CWTA evaluation process utilizes the Kirkpatrick model⁹ of evaluation in conjunction with Likert¹⁰ scaling to determine how effectively on-going trainings address the basic skills and knowledge needed by staff to prepare them to carry out their duties. In addition, the 6/12 Month Post-Course Evaluations measures the impact of participation on the participant's professional development. More specifically, the 6/12 Month Post-Course evaluation is an objective summary of quantitative and qualitative data gathered about the effectiveness of training. The training evaluation data helps CWTA inform its stakeholders as to whether training and subsequent reinforcement is accomplishing its goals and contributing to the Agency's mission. It also helps determine how to adjust the training and other interventions for greater effectiveness.

This evaluation plan reflects the following specific beliefs that are current trends in assessment and professional development:

- Aligning evaluation with a learning agreement and applied professional training;
- Using multiple sources of information to evaluate performance;
- Maximizing autonomy, collaboration, and accountability; and
- Utilizing the Kirkpatrick model of evaluation in conjunction with Likert scaling.

POST-MODULE TRAINING EVALUATION

CWTA's goal is to measure participant reactions to the training program. The Post-Module Training Evaluation is a reactionary evaluation that assesses how the participants felt, and their personal reactions to the training/learning experience.

FY 2024 APSR Update

CWTA continues to measure participant reactions to training. Post-training evaluations for pre-service trainings held from May 1, 2022 to March 31, 2023 included a total of 191 respondents. Of those 191 respondents, 63 percent (n=120) self-identified as social workers while 2 percent (n=4) self-identified as social work supervisors, program managers, or administrators. For those participants who also identified their respective administrations, there were larger numbers from Permanency (n=67) than Entry Services-CPS and In-Home (n=38). Additionally, 99.4 percent of respondents stated that their training was virtual via Microsoft Teams or WebEx (Live).

The following tables provide information about the evaluation responses for pre-service training. As the responses indicate, the majority of participants found the trainings to be positive professional experiences.

⁹ The Kirkpatrick Four-Level Training Evaluation Model helps trainers to measure the effectiveness of their training in an objective way.

¹⁰ Likert Scale is the most widely used approach to scaling responses in survey research.

The course content was practical and easy to apply (n=189).

Strongly Agree	71.43%
Agree	28.57%
Neither Agree nor Disagree	0%
Disagree	0%
Strongly Disagree	0%

This course content was relevant to my needs (n=189).

Strongly Agree	83.07%
Agree	15.87%
Neither Agree nor Disagree	.53%
Disagree	.53%
Strongly Disagree	0%

How would you rate the overall quality of the training? (n=189)

Excellent	82.54%
Above Average	13.76%
Average	3.70%
Below Average	0%
Very Poor	0%

Post-training evaluations for in-service trainings held from May 1, 2022 to March 31, 2023 had a total of 1,253 respondents. Of those 1,253 respondents, 44 percent (n=552) self-identified as social workers while 21 percent (n=269) self-identified as social work supervisors, program managers, administrators, or executive team leaders. For those participants who identified their administrations, most respondents were from CPS (n=292), followed by Permanency (n=280), and then In-Home (n=192). Additionally, 98 percent of respondents stated that their training was virtual via Microsoft Teams or WebEx (Live).

The following tables provide information about the evaluation responses for in-service training. As the responses indicate, the majority of participants found the training to be positive professional experiences.

The course content was practical and easy to apply (n=1177).

Strongly Agree	69.24%
Agree	28.80%

Neither Agree nor Disagree	1.78%
Disagree	0.17%
Strongly Disagree	0%
This course content was relevant to my needs (n=1177).	
Strongly Agree	73.92%
Agree	24.38%
Neither Agree nor Disagree	1.27%
Disagree	0.25%
Strongly Disagree	0.17%
How would you rate the overall quality of the training? (n=711)	
Excellent	70.09%
Above Average	23.87%
Average	5.18%
Below Average	.76%
Very Poor	.08%

Based on post-training evaluations, participants continue to find training to be clear to understand, practical, and easy to apply. Participants also continue to feel that the quality of the instructor's delivery and the quality of training were both superior.

RESOURCE PARENT FAMILY DEVELOPMENT PLANS

In addition to the curriculum development process, CWTA acknowledges the key element to enhancing the skills, knowledge, and abilities of resource parents is to support resource parents to develop their knowledge base and skills. As such, CWTA adopted the CWLA Family Development Plan (FDP). The FDP is a tool intended to take potential resource parents beyond the pre-service preparation and assessment process to a focus on continued training and support. The purpose of the FDP is also to provide a formal and systematic means of (a) identifying development needs to improve knowledge and skills; and (b) comparing each resource parent's needs and abilities in the fostering role against current training offerings and to determine future training needs.

Lastly, the FDP provides a roadmap to sustain and increase knowledge and skills in each of the following five competency areas:

- Protecting and nurturing children
- Meeting developmental needs, delays, and special conditions
- Supporting relationships with birth and kin through the culture lens

- Connecting children to safe, nurturing relationships intended to last a lifetime.
- Working as a member of a professional team

FY 2021 APSR UPDATE

RESOURCE PARENT TRAINING ADVISORY COUNCIL

The Child Welfare Training Academy aims to continually provide quality training that not only increases individual professional growth and development, but also promotes the safety, permanence, and well-being of the children and families of the District of Columbia. Thus, the Resource Parent Advisory Council was developed to ensure CWTA is better able to respond to resource parent training needs. The council convenes quarterly to discuss upcoming training options and needs for new curriculum that is specifically geared toward resource parents.

The advisory council is made up of new and seasoned resource parents who expressed interest in participation. The advisory council meetings provide both an evaluator and partner relationship between CWTA and the Agency's resource parents.

FY2022 APSR Update

During the course of FY2021, the Resource Parent Training Advisory Council provided the following recommendations to the Child Welfare Training Academy (CWTA) regarding training needs specific to Resource Parents and their families.

RECOMMENDATION	CWTA RESPONSE
Training course detailing CFSA involvement from the time of a child joining the resource family to reunification or other permanency	Developing the training series Now, What? Navigating CFSA as a Resource Parent . This will be a webinar/on-demand series of videos that will provide resource parents with information regarding the program areas within CFSA they will likely interact with during the time a child is in their home. The series is slated to launch in FY2022.
Support to resource parents on managing stress/anxiety during the public health emergency	CWTA provided coping strategies/techniques to Resource Parents via theSOURCE newsletter and emails to all agency resource parents.
Emergency Preparedness Training/Response for resource parents as it relates to the current public health emergency and future emergencies	CWTA partnered with the Resource Parent Support Unit to ensure information related to the DC public health emergency was disseminated. The information provided came directly from DC's COVID-19 information

FY 2023 APSR Update

During this fiscal year, the Resource Parent Training Advisory Council provided a space for resource parents to provide input on in-service training needs. CWTA presented new and upcoming training sessions and explored opportunities for resource parents to function as training co-facilitators or training consultants.

INTERNAL TRAINING ADVISORY COUNCIL

In FY2021, the Child Welfare Training Academy reinstated the Internal Training Advisory Council (TAC) as an additional means for evaluation, information sharing, and feedback. The overarching purpose of the TAC is to bring together individuals from each CFSA and private agency administration to discuss training initiatives. The goal is to ensure a total inclusionary process of agency leadership in the training and development process which will maximize the selection of training topics, content development, and classroom execution. The internal advisory council is made up of direct service staff, supervisors, program managers, and program administrators, along with the CWTA team. During FY2021, the Internal Training Advisory Council provided the following recommendations to the Child Welfare Training Academy (CWTA) regarding training needs specific to CFSA and private agency staff.

Recommendations/Requests	CWTA RESPONSE
Training focused on Customer Service and Professionalism in the virtual environment	CWTA will update and include the current training session, Your Reputation Precedes You, a course on professional etiquette on the training calendar for FY22.
Verbal de-escalation training for staff	CWTA developed the Crisis Intervention De-escalation training session for staff and resource parents to learn additional techniques for verbal de-escalation.
Training on new and updated policy and practice operations manuals	<p>CWTA participates in policy development roundtables and planning to determine how new and updated policies will be communicated across the agency. The CWTA team are responsible for updating training sessions with relevant policies as they are finalized.</p> <p>Upon their completion, CWTA will develop training courses specific to the forthcoming Practice Operations Manuals.</p>
Access to CWTA's full training catalog to assist with determining which training sessions should be revisited for inclusion on the quarterly training calendars or what new sessions should be developed.	CWTA has shared the FY2022 Training Plan Matrix to members of the Advisory Council. A training catalog will also be made available to all CFSA and private agency staff on the updated CWTA website, still under review.

FY 2023 APSR Update

During this fiscal year, the Internal Training Advisory Council (TAC) meeting focused on outcomes from CWTA's Lean Six Sigma Event that resulted in development of the Training Request Portal. The TAC meeting also resulted in programmatic areas providing a list of new training needs, particularly new trainings to be developed for future quarters.

TRACKING & MONITORING STRATEGY

In order to keep the entire training system carefully monitored, both for immediate needs and for long-range planning, CWTA regularly teams with several CFSA administrations, particularly the Child Information System Administration (CISA) for ongoing tracking and data management strategies that directly serve excellence in training. The training universe of interest includes all the following participants whose service to children is contingent upon their licensing status:

- All case-carrying social workers employed by CFSA and by its contract agency partners
- All supervisors of case-carrying social workers
- All resource parents licensed and in the process of being licensed to care for children and youth from the District of Columbia, including those employed by CFSA and its contract agency partners

COMMUNICATION STRATEGY

The following is the CWTA communications strategy for fiscal year (FY) 2019-2020. This strategy contains activities that will be effective for helping CWTA communicate with all staff members and private agencies. The goal of this plan is to ensure that relevant information about training courses, events, and sessions are communicated effectively across the Agency and to CFSA's contracted private agencies. This strategy represents continuity, the next phase progress based on lessons learned, improvements achieved, and changing conditions. This strategy also balances CWTA's ongoing commitment to continuous quality improvement with an increased focus on outcomes and business results.

PURPOSE

The purpose of this communications strategy is to outline activities, materials, and strategies that could, when implemented, function as an integrated communications plan and provide the needed communications support for CWTA. The following goals are incorporated into the communications strategy:

- Improve understanding, schedule, and target audiences for pre/in-service training programs, quarterly schedule, and mandatory trainings;
- Raise employee awareness about upcoming courses; and
- Increase management knowledge.

TARGET AUDIENCES

KEY AUDIENCES: CFSA, various private agencies

An effective communication plan must be tailored for targeted audiences. One cannot develop or distribute only a single fact sheet; rather, the key to an effective communication program is to target messages to multiple and different audiences and have them respond to specific messages.

- **CFSA STAFF/PRIVATE AGENCY STAFF:** CWTA ensures that staff and external partners (i.e., private agencies, congregate care providers, and sister agencies) are aware of CWTA's training offerings. CWTA uses salient advertisement strategies that contain activities that, when enacted together as part of an integrated communications strategy, are effective at helping CWTA communicate with all staff members and private agencies. This is done to ensure that relevant information about training courses, events, and sessions is communicated effectively across the Agency and to private agencies. The strategy further balances CWTA's ongoing commitment to continuous quality improvement with an increased focus on outcomes and business results.
- **RESOURCE PARENTS:** In similar fashion to training for case-carrying social workers and other staff, CWTA ensures that resource parents are aware of CWTA's training offerings by utilizing salient advertisement strategies that contain activities that, when enacted together as part of an integrated communications strategy, are effective at helping CWTA communicate with all staff members and private agencies. The goal is to ensure that relevant information about

training courses, events, and sessions is communicated effectively across the Agency and to the private agencies. This strategy represents continuity, the next phase progress based on lessons learned, improvements achieved, and changing conditions. The strategy also balances CWTA's ongoing commitment to continuous quality improvement with an increased focus on outcomes and business results. As such, CWTA mails resource parents a copy of the CWTA internal newsletter, theSOURCE, on a quarterly basis. The newsletter contains the current course offerings and any other relevant training information.

COMMUNICATION PLAN ELEMENT

- **NEWSLETTER “theSOURCE”:** Two quarterly newsletters have been developed to educate and raise awareness about training to resource families and all CFSA and private agency staff.
- **TRAINING ADVERTISEMENTS:** Training advertisements have been developed to educate and raise awareness about training, via email, all CFSA and private agency staff.

FY 2022 APSR Update

- **CFSA Today:** Monthly newsletter disseminated to agency staff with updates and information for the month. Links to theSOURCE newsletter are included.

CWTA will review and measure effectiveness of the above-mentioned communication plan on an annual basis.

FY 2022 APSR Update

There have been no changes or additions to theSOURCE over the past year.

FY 2024 APSR Update

To better support communication and the needs of CFSA staff, DEA launched a new website on December 5, 2022. The website features information regarding DEA and its components (Child Welfare Training Academy, Equity and Change Management, and Clinical Workforce Well-Being). CFSA, private agency staff, and resource parents can register for training and find answers to frequently asked questions.

NEW HIRE NON-SUPERVISORY PRE-SERVICE TRAINING COURSE DESCRIPTIONS

CWTA offers a rapid classroom learning experience that sets a foundation upon which training supervisors and ongoing supervisors can build individual and collective skill sets. The selected courses are intended to be used as one component of a new worker's pre-service training experience and must also include direct supervision, job shadowing, and other on-the-job training. This approach supports and assures that the concepts learned in the classroom transfer to work done in the field.

- **FOUNDATIONS FOR EFFECTIVE CHILD WELFARE PRACTICE:** This training teaches CFSA employees and its partners to keep children safe and to promote their well-being and permanence. The session covers an overview of child welfare laws, history, and current legislation, CFSA's Practice Model, values, ethical practices, and an overview of the Hotline RED team's function.¹¹ It also includes a focus on accountability and the need to continually evaluate services to ensure best practices are offered to the children and families. This course is for newly hired social workers, family support workers, and nurse care managers.
- **FAMILY-CENTERED PRACTICE:** This training teaches CFSA employees and its partners how to work in a child-centered manner to keep children safe and to promote their well-being and permanence. The session covers child and adolescent development, DC child welfare laws and definitions, and an overview of CFSA's and its partners mandated responsibilities. An overview of the legal life of a case is offered, in addition to Trauma Systems Therapy.
- **FROM PREVENTION TO PERMANENCE:** This training focuses on providing participants with a step-by-step walkthrough of a CFSA-involved case, starting with the Hotline call and ending with successful achievement of permanency, either through reunification, guardianship, adoption, or transitioning out of care at the age of 21. This course focuses on the SDM assessments and various assessment tools completed by social workers throughout the course of an investigation and subsequent delivery of in-home and out-of-home services (as applicable). This training also incorporates the Danger & Safety Assessment training.
- **TEAMING WITH THE LEGAL SYSTEM:** The objective of this course is to prepare social workers for interactions with all parties that have roles in neglect proceedings. The social worker will become familiar with testimony expected in court at each phase of the neglect proceeding and will understand how evidence is presented on direct examination and cross examination. The social worker will also understand how to gather pertinent evidence and collaborate with the assistant attorney general to prepare for court, learn the key elements of various court reports and their importance, and distinguish between community and emergency papering. The importance of court preparation and effective techniques for testifying will also be addressed. The session will conclude with observation of court activity to help connect classroom objectives to the legal responsibilities within their social work practice.

¹¹ The Hotline RED (Review, Evaluate, and Direct) team comprises six to eight individuals who function in a consultative decision-making capacity for the review, evaluation, and direction of allegation referrals received at the Agency's "Front Door." This *Consultation and Information Sharing Framework* occurs in a collaborative setting among Child Protective Services managers and staff. The framework allows for open discussion among participants while also providing the structure and consistency to ensure effective decision-making for accepting referrals for abuse neglect.

FY 2022 APSR TRAINING DESCRIPTION UPDATE

- **TEAMING WITH THE LEGAL SYSTEM:** This 1.5-day training provides newly hired social workers with the knowledge needed to effectively partner with the Child Protection section of the District's Office of the Attorney General so as to understand the key elements of preparation for court appearances and attendance at court proceedings in foster care cases. Topics covered include gathering case information and evidence to support the Agency position in court, developing court petitions, writing court reports, providing testimony under oath, and teaming with the court on permanency planning.
- **DANGER AND SAFETY ASSESSMENT:** In this training, participants learn about the purpose of the SDM® Danger and Safety Assessment. This includes (1) help assessing whether any child is likely to be in imminent danger of serious harm and maltreatment; and (2) determining whether a safety plan can be created to provide appropriate protection from that danger or if the child needs to be removed.

FY 2022 APSR TRAINING DESCRIPTION UPDATE

- **DANGER AND SAFETY ASSESSMENT:** In this training, participants from across the entire child welfare continuum, including in-home and permanency teams, learn about the purpose and utilization of the SDM® Danger and Safety Assessment. This includes assistance with (1) assessing whether any child is likely to be in imminent danger of serious harm and maltreatment, (2) determining whether a safety plan can be created to provide appropriate protection from that danger while safely serving the child in-home, 3) determining whether a situation requires a child's removal from the home, and; 4) determining whether reunification is appropriate for children in foster care.
- **CPS PRACTICE OPERATIONS:** In this training, participants who are assigned to the Child Protective Services (CPS) administration learn about the structure and function of the CPS administration, the legal and social information regarding child abuse and neglect allegations, removals of children and the related court process, and the investigation process. At the conclusion of the training, participants should be able to understand the allegations of child abuse and neglect and to understand the process of completing a full and thorough investigation. This course is for newly hired CPS social workers, CPS family support workers, and nurse care managers.
- **CHILD AND ADOLESCENT FUNCTIONAL ASSESSMENT SCALES/PRESCHOOL EARLY CHILDHOOD FUNCTIONAL ASSESSMENT SCALES (CAFAS/PECFAS):** In this training, participants learn how to complete and utilize CAFAS/PECFAS. These clinician report scales measure the level of a child's functioning, including functional impairment. The use of CAFAS and PECFAS supports integrated case planning and treatment decisions for children, youth, and their families. Other agencies in the District's human services cluster (e.g., DC Department of Youth Rehabilitation Services, DC Department of Behavioral Health, and the Healthy Families/Thriving Communities Collaboratives) also use the tool, which facilitates common language among child-serving agencies and contributes to information sharing across systems. Shared usage also increases CFSA's ability to conduct meaningful and rigorous evaluations using aggregate and client specific data.

FY 2022 APSR TRAINING DESCRIPTION UPDATE

- **CHILD AND ADOLESCENT FUNCTIONAL ASSESSMENT SCALES/PRESCHOOL EARLY CHILDHOOD FUNCTIONAL ASSESSMENT SCALES (CAFAS/PECFAS):** In this training, participants learn how to complete and utilize CAFAS/PECFAS, which is an evidence-based functional assessment tool that determines and measures (over time) the functional impairment of children placed in foster care. CFSA uses the CAFAS and PECFAS results to inform placement decisions. The CAFAS/PECFAS is not a specialized clinical tool (such as a psychological, medical, or educational assessment) that is completed in the presence of the child. It is a tool that assists social workers to synthesize case circumstances into empirical scores across functional domains, and it directly informs placement decisions. It supports integrated case planning and treatment decisions for children, youth, and their families. Other agencies in the District's human services cluster also use the tool, which facilitates common language among child-serving agencies and contributes to information sharing across systems. Attendees come away with an understanding of how to interact with the tool, and how to use its results to make placement decisions into the least restrictive and most family-like settings possible, given the child's level of impairment.
- **PROGRAM OPERATIONS:** In this training, participants who are assigned to all other direct service administrations (except CPS) and all private agency new hires learn how to identify their professional role in communicating and engaging with families and resource providers regarding concurrent planning. They learn how to construct specific strategies to overcome potential challenges to concurrent planning with families, children, and youth in foster care. Participants will also learn how to produce a strength-based, culturally competent and solution-focused court report. This course is for newly hired non-CPS social workers and non-CPS family support workers.
- **WORKER SAFETY:** This course introduces CFSA social workers and child welfare professionals to the National Association of Social Workers (NASW) guiding principles as it relates to worker safety. The course will also provide social workers with guidance on building rapport, respecting cultural differences, and practicing environmental awareness.
- **CHILD PASSENGER SAFETY:** This training provides new hires with hands-on instruction of the proper installation and maintenance of child passenger seats.
- **FACES TRAINING:** This training focuses on providing step-by-step instruction on how to utilize CFSA's child welfare information system, known to staff as FACES. CWTA partners with CISA to facilitate this training.

FY 2022 APSR TRAINING DESCRIPTION UPDATE

- **FACES.NET-Ongoing Case Management Focus:** This training offers a complete overview of the Agency's web-based child welfare information system, FACES.NET, including every social work user interface that the trainees will be expected to manage upon graduation from CWTA into the role of ongoing case management social worker in either an In-Home or Permanency services unit. Within the overall FACES.NET training is a three-day module on development and maintenance of the Child and Adolescent Functional Assessment Scale (CAFAS) and Preschool and Early Childhood Functional Assessment Scale (PECFAS).

- **FACES.NET-CAREGIVER STRENGTHS AND BARRIERS ASSESSMENT:** This training is a two-day continuation of the standard FACES.NET training for ongoing case management functions, but focuses on the CSBA, which is a functional assessment tool utilized by CFSA's In-Home Services team.

FY 2021 APSR Update

- **MOTIVATIONAL INTERVIEWING (MI):** This one-day course for new hires will introduce participants to the principles and skills of motivational interviewing while also connecting the use of MI to the implementation of the Family First Prevention Services Act of 2018. MI is an established, evidenced-based, client-centered treatment approach that targets the development and enhancement of intrinsic motivation to change problem behaviors. Because MI's foundation is rooted in a strengths-based, solution-focused treatment modality, it will be integrated as a practice standard for CFSA's direct service staff to increase positive outcomes for children and families.

FY 2022 APSR TRAINING DESCRIPTION UPDATE

- **UNDERSTANDING & ADDRESSING SECONDARY TRAUMATIC STRESS (STS):** This one-day session provides new hires with key information related to the cause and condition of secondary traumatic stress as a child welfare professional. This session will also highlight ways to prevent the onset of secondary traumatic stress and implement strategies to address the symptoms of STS early on.
- **WRITING EFFECTIVE COURT DOCUMENTS:** This course will provide an overview of child welfare practice in the District of Columbia and its intersection with federal and local laws, and District of Columbia Courts. Participants will receive an introduction to the various types of hearings, interested parties, legal terminology, and clinical documentation for legal proceedings. This course provides participants an opportunity to engage in experiential learning by drafting court documentation and receiving feedback to promote professional growth.

SUPERVISORY PRE-SERVICE TRAINING COURSE DESCRIPTIONS

MASTERING THE ART OF CHILD WELFARE SUPERVISION: This 12-day core supervisory training program entitled, Mastering the Art of Child Welfare Supervision, was fully redeveloped in 2017 to meet the needs of CFSA's newly hired and promoted supervisors. The previous supervisory pre-service training was facilitated through an external private contract. CWTA trainers now provide the supervisors with an in-house strength-based solution-focused approach to preparing for the challenges and benefits of their role. Emphasis is placed on developing mentoring and coaching skills to effectively support staff, as well as understanding and working with differing learning styles.

- **INTRODUCTORY WEBINAR: FOUNDATIONS OF SUPERVISING CHILD WELFARE STAFF:** This webinar supports supervisors in their development and understanding of federal and local laws and policies that govern child welfare practice. Specific focus is on integrating knowledge of the Agency's trauma-informed clinical approach and other Agency expectations into their new roles as supervisors.
- **MODULE 1: CLINICAL SUPERVISION IN CHILD WELFARE:** This course examines the common experiences and issues of new supervisors and their first key tasks. The course provides new

supervisors with an opportunity to examine their leadership style, address some of the key aspects of leadership, and learn the three core functions of clinical supervision.

- **MODULE 2: LEADERSHIP IN CHILD WELFARE:** The goal of every supervisor is to develop an ability to use a variety of leadership skills to positively influence staff and maximize unity performance and efficiency. This session supports individual exploration of leadership styles while also highlighting the variations of power and its impact on staff and effective functioning.
- **MODULE 3: FUNDAMENTALS OF COMMUNICATING WITH STAFF AND MANAGING CONFLICT AND CHANGE:** The focus of this session is on teamwork and coordination of a cohesive unit. Participants will be able to demonstrate an ability to implement and constructively manage change from new initiatives, respond to conflict, build trust among unit members, and create a plan to communicate concerns to and with staff.
- **MODULE 4: PLANNING AND DECISION MAKING:** New supervisors will have the opportunity to explore the SDM tools from a supervisory perspective with specific focus on how these tools impact staff productivity and outcomes for children and families. New supervisors will also be able to communicate policies, procedures, practice mandates in ways that support the Agency's mission, Practice Model, vision, and goals. Through careful examination of the Consultation and Information Sharing Framework™ new supervisors will be able to critically think through the tasks of clinical supervision and planning.
- **MODULE 5: MANAGING THROUGH CHALLENGES:** This 12-hour course assists supervisors with developing skills for addressing staff challenges that could impede outcomes for families, all while simultaneously promoting positive and balanced staff feedback. Supervisors will use self-assessment tools to gauge their own personal approach in managing challenges and incorporate the practice of coaching skills to assist in conflict resolution.
- **MODULE 6: MANAGING STRESS:** Most of the supervisory training focuses on managing staff. However, another key component of supervision is managing stress as it relates to both personal and professional aspects of a supervisee's experience. This course assists supervisors with identifying stressors that can affect their staff as well as themselves. Supervisors will examine the importance of self-care and how to support staff using case studies and experiential exercises. The course also helps supervisors learn to use the skills of modeling and coaching during supportive supervision sessions.
- **MODULE 7: CASE CONSULTATION AND COACHING:** Recognizing that new supervisors need a safe environment to practice new skills, this six-hour session provides supervisors with an opportunity to practice coaching skills that have been introduced and built upon over the course of the previous six modules. Supervisors will explore the coaching relationship and learn coaching strategies for use in supervision and case consultation.

At the conclusion of this course, supervisors will be assigned an in-house coach who will help them to utilize coaching as a new way to develop and motivate their direct reports to enhance practice skills, achieve goals, and improve outcomes. Supervisors will create and use plans-of-action with the coach to help ground and track progression.

SUPERVISORY IN-SERVICE TRAINING COURSE DESCRIPTIONS

MASTERING THE ART OF CHILD WELFARE SUPERVISION: The purpose of the mandatory MACWS 2.0 is to review best practices in clinical supervision while reinvigorating CFSA management's approach to their important roles within the Agency.

MACWS 2.0 is presented in eight sessions with each session lasting between two and six hours. The sessions are separated by tiers. All sessions in Tier One must be completed prior to attendance to Tier Two and Tier Three sessions.

TIER ONE

- **REVISITING YOUR FULL POTENTIAL:** This session focuses on supporting supervisors to get back to the basics of best practice as clinical supervisors. There is a focus on recalling why each supervisor has entered the field of social work and why they have ultimately accepted the role of a clinical supervisor. The session is framed on developing a mission and a vision statement in regard to each participant's clinical social work career and receiving encouragement and support from fellow colleagues and peers.
- **CRITICAL THINKING AND THE PARADIGM SHIFT:** This session provides the foundation of MACWS 2.0, by orienting supervisors to the CFSA definition of CRITICAL THINKING while also introducing the FOUR CORE COMPETENCIES supervisors should be supervising towards. The session also focuses on the organizational culture change from the focus on LaShawn outcomes to integration of the outcomes into child welfare best practices.
- **THE CLINICAL SUPERVISION TOOLBOX:** Clinical supervision is a critical tool used in the development of social workers in the child welfare workforce. Within child welfare practice there continues to be a growing need for clinical supervision that encompasses all facets of effective and efficient learning. These facets include administrative, educational, and reflective supervision. The session focuses on critically analyzing the three types of clinical supervision, adhering to the NASW code and expectations of supervisors, developing a supervision agenda, and exploring tools that can be added to the clinical supervisor's tool box to support staff and colleagues.

TIER TWO

- **CONSULTATION AND INFORMATION SHARING FRAMEWORK™ (CISF) AND CLINICAL SUPERVISION:** This session focuses on how supervisors can utilize CISF™ in clinical supervision, thus modeling the framework in such a way that supervisees will be able to understand each component when working with families.
- **PURPOSE-CONTENT-ASSESSMENT-PLAN (PCAP) AND CLINICAL SUPERVISION: A MODEL FOR DOCUMENTATION:** This four-hour in-service session introduces supervisory social workers to the new PCAP format for writing contact notes. Supervisory social workers examine the rationale for transitioning a new documentation format that supports the application of critical thinking across case practice activities. Participants learn the technical components of PCAP, including the process and content expectations of documenting client contacts, visitation, case planning activities, supervisory consultations, and case reviews. PCAP-based documentation effectively communicates a coherent and clinical narrative of client engagement, assessment, and progress towards safe case closure. Supervisory social workers will have the opportunity to analyze and critique examples of case documentation. In addition, participants will practice

coaching one another in the development of the technical and clinical skills needed to effectively document case practice activities.

- **SUPPORTIVE SUPERVISION: ENHANCING WORKER RESILIENCE:** This session re-introduces the SHER Model,¹² examining the common signs of and symptoms of secondary traumatic stress and countertransference and burnout that workers may experience as a result of exposure to child welfare stressors.

TIER THREE

- **ENGAGEMENT & TEAMING: SUPPORTING ORGANIZATIONAL WELL-BEING THROUGH CLINICAL SUPERVISION:** This six-hour session helps supervisory social workers understand the importance of worker engagement and its impact on outcomes for children and families. Supervisory social workers discover their individual management styles and explore how they affect worker engagement, effectiveness, and satisfaction that support the personal growth and professional development of their staff. Supervisory social workers learn how to help their teams understand the role of each team member and how the team's functionality impacts outcomes for children and families. Additionally, they learn how to identify their own leadership style, how to examine the work styles of their staff and colleagues, and how to develop and incorporate leadership plans for themselves and their staff. They also learn how to process feedback from their team's perception of their leadership.
- **QUALITY SERVICE REVIEWS (QSR) AND CLINICAL SUPERVISION:** This session introduces CFSA's new supervisory QSR tool and walks participants through the QSR process, particularly for supervisors. Participants will have the opportunity to discuss concerns regarding the QSR process and be given tools to enhance their QSR outcomes. Particular focus is placed on how supervisors can benefit from QSR scores to model and coach their supervisees on engagement and teaming with families. The session includes practical, detailed steps that supervisors can take to ensure that engagement and teaming are occurring. Participants also identify practical ways that supervisors can personally support organizational change through exploration and empowerment of leadership skills and opportunities with colleagues and their staff. Supervisors will be equipped with skills to strengthen their supportive supervision skills.

IN-SERVICE TRAINING COURSE DESCRIPTIONS

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ADULT MENTAL HEALTH DISORDERS: Child welfare workers may face challenges when serving clients who have mental health disorders. In many instances mental health disorders can be difficult to identify. This course allows the participant to develop awareness of mental health diagnosis, distinguish important features, and identify methods to engage clients. In addition, participants will be introduced to strategies and techniques to assess clients who have mental health disorders and to refer them for appropriate services. This is an in-service course for child welfare social workers, direct service staff and human service professionals.

¹² Surface, Honor, Explore, & Recheck (SHER) is a supervision model that recognizes when the resistance observed in supervision is a possible sign that the worker is displaying countertransference from a client interaction. The supervisor needs to be able to tune in to the worker's defensive, out-of-character responses, as well as his or her own countertransference, in order to discern when normal secondary traumatic stress reactions carry over from the client-worker interactions into the worker-supervisor interactions.

ART OF PARENT ENGAGEMENT WITH KINSHIP FAMILIES: Bridging the knowledge and strategies gained in Building Relationships with Families, this 3-hour customized training will further assist staff's ability to engage and partner with kinship and birth families. Utilizing an extended role-play format, this experiential workshop for professionals assists practitioners with developing empathy for their clients and in-depth understanding of the challenges they face. It encourages the self-reflection as a foundation for strengthening their parent engagement skills and surfaces practical kinship family engagement strategies for staff to incorporate into their daily practice.

ART & SCIENCE OF FACILITATION: During this two-day training, participants learn a comprehensive approach to facilitation, including the principles of adult learning, learning styles, creating the right atmosphere, and much more. Introduction to THE ART & SCIENCE OF TRAINING FACILITATION will help participants understand group facilitation and provide practice opportunities for applying basic facilitation skills.

AHA CPR/ FIRST AID: This training covers infant, child, and adult cardiopulmonary resuscitation (CPR) & First Aid. It teaches the skills necessary to prevent, recognize, and provide basic care for injuries and sudden illness of District wards placed in the resource parent's home until medical personnel arrive. This course is a requirement for resource parent re-licensure.

ASSESSMENT INTEGRATION WORKSHOP: This six-hour in-service course provides permanency and in-home child welfare professionals the opportunity to examine the current array of tools, screens, and assessments that prompt ongoing child welfare case practice. Participants will enhance their ability to organize, analyze, and integrate assessment results into sound clinical practice and case planning with families. Participants will evaluate their trauma-informed engagement skills and recognize the importance of partnership-based work with families at every step of case practice. Participants will also identify ongoing trauma-informed engagement strategies that support families to leverage their strengths for increasing safety and protective capacities. In addition, participants will learn how to mitigate underlying dangers, risks, and complicating factors that contribute to formal Agency involvement, and help clients transform self-awareness and insight into positive behavior changes.

AUTISM SPECTRUM DISORDER (ASD): This course provides social workers, family support workers, resource parents, nurses, and CFSA community partners with a review of diagnostic parameters and spectrum symptoms as outlined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). The course reviews interventions and best practices for children and youth diagnosed with ASD. Also discussed are perspectives on the impact of the disorder on service delivery for the families in the District of Columbia.

BACK TO BASICS: FUNDAMENTALS OF THE INVESTIGATIVE PROCESS: This session is a six-hour training session developed specifically for social workers, supervisors, and program managers assigned to CFSA's Entry Services division. This training provides participants with the fundamentals of completing investigations and family assessments. The course focuses on incorporating the skills of motivational interviewing and clinical assessment through a trauma-informed lens. Participants will walk away understanding their role in the completion of investigations and family assessments while sharing space with their supervisors who support the investigative process with clinical supervisory support. The session is hands-on, reflective, and meets the needs of individuals across learning styles.

BEST PRACTICES IN ENGAGING BIOLOGICAL PARENTS: This course assists child welfare workers with the development of pertinent knowledge, demonstration of critical thinking, and application of clinical skills for collaborating with biological parents in the case planning process for the life of the case.

BEST PRACTICES IN ENGAGING CAREGIVERS WITH MENTAL HEALTH NEEDS: This session provides participants with practical skills to engage with clients who have mental health challenges in an effort to address the entire family's safety, permanency, and well-being needs.

BEST PRACTICES IN ENGAGING FATHERS: This two-day training helps CFSA social workers develop the relevant knowledge, skills, and appropriate understanding for engaging fathers in the case planning process. The training explores critical skills for engagement and intervention, principles of best practice, facilitating equal access to services, and managing interpersonal challenge to effective case work with fathers and men. Emphasis is placed on the significance of the father being engaged for securing the safety, permanency, and well-being of children and families.

BEST PRACTICES IN ENGAGING INCARCERATED PARENTS: The purpose of this session is to provide participants with practical skills to engage with clients who are incarcerated in an effort to address the entire family's safety, permanency, and well-being needs.

BEST PRACTICES IN ENGAGING OLDER YOUTH: This training session provides social workers, family support workers, and resource parents with the information needed to identify and address barriers related to engaging youth involved with the child welfare system. Participants engage in discussion that supports the development of cultural awareness as it relates to the historical context of African American youth. Social workers will gain an understanding of how engagement skills can facilitate meaningful conversations.

BUILDING STRONG RELATIONSHIPS WITH FAMILIES: This 6-hour training promotes the awareness of the importance of developing skills in building relationships with birth and kin families through a variety of reflective and interactive activities. This hands-on, activity-based, experiential workshop builds staff members' parent engagement skills. Participants also increase their understanding of how their personal attitudes and professional practices contribute to and/or undermine positive partnerships with parents and kinship families. Having such relationships allow for programs and staff to implement strategies that value the principles of family-centered practice.

CHILDHOOD DISORDERS: This course helps participants recognize the dynamics surrounding childhood disorders. Participants are given the opportunity to learn about common childhood disorders associated with our child welfare population. Participants also identify specific methods for diagnosis.

CHILD & ADOLESCENT DEVELOPMENT: This training provides a foundation of knowledge regarding various theories on the stages of development. It explores age-appropriate behaviors, as well as adaptive methods for managing behavioral concerns. Also discussed are the implications of caretaker and social worker roles in working with traumatized clients, specifically within the context of the maltreatment that initiated child welfare services.

CHILD PROTECTIVE SERVICES (CPS) INVESTIGATIONS PRACTICE REVIEW: This session is a six-hour training session developed specifically for social workers, supervisors, and program managers assigned to CFSA's Entry Services division. This training provides participants with the fundamentals of completing investigations and family assessments. The course focuses on incorporating the skills of motivational interviewing and clinical assessment through a trauma-informed lens. Participants will walk away understanding their role in the completion of investigations and family assessments while sharing space with their supervisors who support the investigative process with clinical supervisory support. The session is hands-on, reflective, and meets the needs of individuals across learning styles.

CHRONIC NEGLECT: This course enables participants to understand the impact of chronic neglect on families and the necessity for having a dedicated unit to serve this specific population. Participants have the opportunity to practice best practices on working with families impacted by chronic neglect. Workers will be able to develop and implement self-care strategies that will enable them to empower their families.

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CLINICAL DOCUMENTATION AND THE CHILD WELFARE SOCIAL WORKER: Documentation is one of the most important ways CFSA social workers convey to others how the Agency is able to assess, engage and intervene in clients' lives to enhance their resilience. However, documentation may not readily capture everything that social workers accomplish, especially in a clinical sense. This class helps participants to conceptualize what documentation should look like in respect to their role as a social worker. The class gives suggestions for how to infuse clinical concepts into documentation that will effectively display interactions with clients as well as demonstrating clinical interventions.

COMMUNICATION WITH KINSHIP FAMILIES: Similar to the Art of Parent Engagement, this 3-hour workshop will utilize an extended role-play format and other experiential for strengthening a worker's ability to have difficult and courageous conversations with kinship caregivers. This course will provide strategies on how to effectively work with kin families which is often dependent on how skillful a worker is in engaging and teaming with kin families.

CONCURRENT PLANNING FOR RESOURCE PARENTS: This three-hour course is devoted to social workers partnering with resource parents in concurrent planning practice. Concurrent planning is the process of achieving permanency by working two plans simultaneously to timely move children and youth to a safe and permanent family. One of the goals of concurrent planning is to ensure that children in foster care achieve permanency with families more quickly.

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CRISIS INTERVENTION DE-ESCALATION: This hands-on and interactive six-hour workshop style session incorporates a trauma-informed lens to coach participants through each phase of the crisis cycle and enhancing their ability to utilize an appropriate de-escalation intervention. Participants will learn how to apply motivational interviewing, critical thinking, documentation standards, Mandt principles,¹³ trauma systems therapy tenets, social work principles, and their current structured decision-making tools for encounters within the community when clients experience behavioral dysregulation.

CULTURALLY AWARE AND RESPONSIVE PRACTICE: This session provides information on cultural competence and responsive practice. Participants need self-awareness about their own and others' cultures and their beliefs and actions (conscious and unconscious) that reflect culturally responsive behavior. To that end, this module focuses on the ladder of inference, cultural competence concepts, cultural interviewing, and using cultural tools in working with families.

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CULTURAL HUMILITY: Historically, social workers have been educated to be culturally competent and/or culturally aware in their social work practice. Over the past decade, social workers have been challenged to practice cultural humility in their work. Cultural humility is centered on life-long learning and critical self-reflection, recognition and challenging of power imbalance that are inherent, and

¹³ The Mandt System's basic principle states that dignity plus respect plus honesty equals trust. The system has trademarked the phrase: "Support people, not just their behaviors™."

upholding institutional accountability. This six-hour session will provide foundational information to social workers on culture and cultural humility, while also focusing on the impact of oppression in the lives of the families involved in the child welfare system and ways in which social workers can work to radically transform their practice.

DANGER & SAFETY ASSESSMENT TRAINING: This training discusses the purpose of the SDM[®] Danger and Safety Assessment, including how (1) to help assess whether any child is likely to be in imminent danger of serious harm and maltreatment; and (2) to determine whether a safety plan can be created to provide appropriate protection from that danger or if the child needs to be removed.

DE-ESCALATION: This training offers a means to engage with an individual during a potentially dangerous or threatening situation. The purpose of this training is to reduce the risk of physical injury to the child development professional, the resource parent, and any other adult being engaged.

FY 2024 APSR Update

DIALECTICAL BEHAVIOR THERAPY IN CHILD WELFARE: Dialectical Behavior Therapy (DBT), a type of cognitive behavioral therapy, is an evidence-based practice and treatment modality used in working with individuals of various ages focusing on mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. This 4-hour course is designed to introduce individuals to the techniques used in DBT work and is beneficial for social workers supporting families in managing the stressors of life.

DIMENSIONS OF GRIEF AND LOSS: The purpose of this session is to introduce resource parents to the grief and loss process, so they are better able to support children and youth who are grieving their losses. When a child is removed from their home due to abuse or neglect, that child can go through the very difficult process of grief and loss of their birth parents. The feelings of loss or grief aren't only about their parents, but that of extended family, home, pets, neighborhoods, schools, friends, including foster and kinship parents. This is especially true for children who were removed from their homes at an older age, i.e., when children and teenagers are more alert and able to realize their situation.

DOMESTIC VIOLENCE (DV) 102: This class addresses DV and the impact it has on child welfare professionals. Many employees and clients have been impacted by DV in one way or another, whether by reading or seeing horrible stories in the news, through work or through friends and relatives, or through personal experiences. DV can be a difficult subject to think about, talk about, and address in a direct way. However, child welfare professionals have an obligation to confront this difficult and sensitive reality.

EMPTYING THE CUP: UNDERSTANDING THE IMPACT OF INTERGENERATIONAL TRAUMA: This six-hour, in-service course is designed to expand the child welfare professional's ability to understand, assess, and engage family systems impacted by historical and familial intergenerational trauma. Participants have the opportunity to explore their own family history, the family histories of clients, and the systemic factors that perpetuate traumatic response and place children at risk for maltreatment. Participants are provided with trauma-informed principles to consider when engaging, assessing, and making intervention recommendations for families displaying the effects of unresolved traumatic grief.

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ENGAGEMENT IN CHILD WELFARE SERIES

INTRODUCTION TO THE ENGAGEMENT TRACT: This course allows Agency staff, social workers, and community stake holders to review concepts of engagement, gain insight into the theoretical

perspective of engagement and to further enhance the use of quality engagement with all children and families in the District of Columbia. This introductory course for the engagement series tract covers incarcerated parents, youth, and mental health concepts.

ENGAGING OLDER YOUTH: This course provides important foundational elements of adolescent development, an understanding of youth strengths and barriers, and effective ways to communicate and collaborate with youth in the case planning process.

ENGAGING CAREGIVERS WITH MENTAL HEALTH NEEDS: This course takes a closer look at mental health and its impact on engagement with families. During this course, participants will demonstrate an understanding of commonly diagnosed mental health disorders and symptoms that may impact the engagement process. Additionally, participants will learn effective communication skills to engage families with mental health concerns.

ETHICAL CHILD WELFARE PRACTICE: This course builds upon the NASW Code of Ethics around the delicate interpersonal relationship between social worker and client. Through interactive and participatory learning, this training's content facilitates the development of case conceptualization and critical thinking skills around ethical dilemmas that frequently arise in child welfare practice. Trainees engage in discussions around self-awareness, self-disclosure, the use of "self" in practice, and recognizing boundaries as both a strength and challenge to the therapeutic relationship. The training also addresses boundaries within the context of the work-place, professionalism, and self-care.

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ETHICAL DILEMMAS: This six-hour course builds upon the National Association of Social Workers' Code of Ethics around the delicate interpersonal relationship between social worker and client. Through interactive and participatory learning, this training's content facilitates the development of case conceptualization and critical thinking skills around ethical dilemmas that frequently arise in child welfare practice. Trainees engage in discussions around self-awareness, self-disclosure, the use of "self" in practice, and recognizing boundaries as both a strength and challenge to the therapeutic relationship.

ETHICS AND SOCIAL MEDIA: This ethics course focuses on the NASW Code of Ethics as it relates to the use of social media in social work practice. Social workers also review the CFSA policy related to the use of social media. Finally, the course includes a review of the NASW code of ethics.

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ETHICS: PAST, PRESENT, AND FUTURE: This 3-hour training session assists in showing staff how far the Agency has come from an ethical perspective in child welfare practice and where the Agency should be headed in the future of child welfare. Class participants will review notable legislation, regulations and policies that impact social work while also discussing how CFSA needs to evolve ethically moving forward.

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FAMILY FIRST PREVENTION SERVICES: This course aids collaborative workers in performing the critical role of assessing families of the District of Columbia for danger and risk. Participants will hone the critical skills needed to perform formal and informal assessments. Collaborative workers will also review mandated reporting requirements and gain a deeper understanding of how to determine when reports of abuse or neglect should be made to the hotline.

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FAMILY MATTERS: ENGAGING KINSHIP RESOURCES: This course will focus on the kinship care network. Participants will develop a better understanding of the challenges and triumphs of kinship care on the family system and other stake holders. Participants will develop a basic understanding of the kinship assessment, referral, and licensing process and best practice and strategies for the identification and engagement of kinship resources.

FETAL ALCOHOL SPECTRUM DISORDER: This training provides a foundation of knowledge regarding various theories on the stages of development. It explores age-appropriate behaviors, as well as adaptive methods for managing behavioral concerns. Also discussed are the dynamics of maltreatment that initiate child welfare services, and the roles of caretakers and social workers in work with traumatized clients.

FIRST 30 DAYS: The purpose of this session is to provide the staff from CFSA's Office of Youth Empowerment with step-by-step information on the initial case management practices necessary within the first 30 days of a youth's entrance into care.

FOUNDATIONS OF TRAUMA-INFORMED CARE: This six-hour workshop provides participants with the opportunity to explore core concepts related to trauma-informed care, including a shared definition of trauma, traumatic stress, and the trauma system. Participants will apply information gathered from the latest research and their own case practice to examine how trauma and traumatic stress can alter the development of brain structures, resulting in functional impairments across intellectual, emotional, and behavioral domains. Participants will draw upon knowledge and skills from Trauma Systems Therapy (TST) to connect how a child's past trauma history continues to impact their current functioning as they struggle to cope with chronic stress and ongoing trauma reminders in their social environment.

GRAMMAR & BUSINESS WRITING: Participants learn the standard rules for proper usage and grammar and will apply what they have learned during hands-on exercises and activities. Participants will return to their job with greater confidence and ability when writing any type of business correspondence.

HUMAN IMMUNODEFICIENCY VIRUS (HIV)/ACQUIRED IMMUNODEFICIENCY SYNDROME (AIDS) AND HEPATITIS: This course provides participants with information about exposure to blood-borne pathogens and infectious diseases, specifically HIV/AIDS and hepatitis. The purpose is to introduce participants to the basics of HIV/AIDS and Hepatitis, including biology, transmission, prevention, treatment, and care. The class features a brief introduction to the CFSA policy on HIV/AIDS. The course also covers ethical considerations, such as documentation, communication, professional behavior, etc.

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HUMAN TRAFFICKING LAWS AND CHILD WELFARE: This course will help participants understand the laws of human trafficking in relation to the child welfare system. Participants will explore the history of human trafficking as well as local and federal policies that guide practice in child welfare. Participants will be challenged to use critical thinking skills (regardless of role) to support victim youth.

HUMAN TRAFFICKING (VOLUME II): RECOGNIZING AND RESPONDING TO RISKS AND INDICATORS OF COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC) IN CHILD WELFARE PRACTICE: This training session focuses on recognizing the risk factors and conditions that place children and youth involved in the child welfare system at heightened risk for CSEC. By the end of the session, participants will be able to demonstrate best practice approaches in reducing the risk of victimization, engaging children and youth in screening, responding to CSEC indicators, and partnering to develop trauma-informed and

strengths-based plans to promote safety and empowerment.

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IMPACT OF SOCIAL MEDIA ON CHILD DEVELOPMENT: The purpose of this session is to provide participants with an in-depth knowledge of healthy child and adolescent development, how social media can impact development, and how they can maintain the safety of children while using it.

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INTEGRATING ADOLESCENT BRAIN DEVELOPMENT INTO CHILD WELFARE PRACTICE WITH OLDER YOUTH PT. 1 & 2: This two-day 12-hour training incorporates the latest research from the report “*The Adolescent Brain: New Research and its Implications for young People transitioning from Foster Care,*” developed by the Jim Casey Youth Opportunities Initiative of the Annie E. Casey Foundation. This training provides strategies on how to more effectively work with older youth who experience the child welfare system.

KINSHIP CARE WORKSHOP SERIES: This series of seven interactive workshops will provide the agency’s kinship care providers with in-service training hours specific to their unique role. Each workshop is engaging and interactive with concepts to challenge and develop kinship care providers.

KINSHIP CARE REWARDS AND CHALLENGES PART 1 This 2-hour workshop will allow the kin caregiver the opportunity to look through the lens of other members of the family to include immediate, extended, living and even deceased members. It will assist the caregiver in recognizing how the crisis in the family impacts more than the child, bio-parent and caregiver.

KINSHIP CARE REWARDS AND CHALLENGES PART 2 This 2-hour workshop will allow the kin caregiver a physical experience of what their body could be internally manifesting by being the middle person between the agency and birth family. The exercise will highlight the emotional and physical strain that could be experienced by the kin caregiver because of being in the middle.

HISTORICAL TRAUMA FOR KINSHIP PART 1: This 2-hour workshop will allow the kin caregiver to discuss how historical trauma impacts their families today. They will explore their own family history and the systematic factors that perpetuate traumatic response that place children at risk for maltreatment.

HISTORICAL TRAUMA FOR KINSHIP PART 2: This 2-hour workshop will allow the kin caregiver to role play conversations with members of their family and to share their thoughts and feelings surrounding their connection to that member at various ages and stages of their lives.

HISTORICAL TRAUMA FOR KINSHIP PART 3: This 2-hour workshop will allow the kin caregiver to discuss how chronic neglect connects to historical trauma. They will explore how it is observed in their families. Strengths-based activities will also occur that encourage kin caregivers to embrace a positive vision of their family unit.

KINSHIP CARE PARENTING PARTNERSHIPS PART 1: This 2-hour workshop will help the kin caregiver to understand a removal from the perspective of their relative whose child has been removed and why it is often difficult to understand their situation based on how much information that is known or unknown at the time of the removal.

KINSHIP CARE PARENTING PARTNERSHIPS PART 2: In this 2-hour workshop, kinship caregivers

explore the different roles of the varied entities and positions within the child welfare team. This workshop allows them an opportunity to see how their roles intersect with each team member and they are a valuable part of the team.

LICSW PREPARATORY SESSIONS: These facilitated study sessions conducted in a group format allow social workers to construct individual action plans, acquire test taking skills, and build a supportive network of colleagues and peers using up-to-date resources and tools.

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LIFEBOOKS AND MEMORY MAKING: Lifebook and Memory Making is a six-hour class that is designed to bring together a child's past, present, and future. It is a course that teaches participants how to document a child's history, celebrate accomplishments, and allow his or her talents to shine. This course will highlight the importance of children understanding and making new meaning of their traumatic history and current experiences and introduce the therapeutic tools to helping a child process his or her life journey using photos, artwork, and things picked up along the way.

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LIGHTS, CAMERA, ACTION: PROFESSIONAL ETIQUETTE FOR CHILD WELFARE PROFESSIONALS: The purpose of this session is to provide participants with practical tips and tools for interacting in a professional environment. Participants will learn common errors in everyday behavior that impact their professional brand, career trajectory, and working as a team.

LIVING THE PROTECTIVE FACTORS: This 6-hour workshop for child welfare professionals, introduces the Strengthening Families™ Protective Factors framework as an important component of a comprehensive wellbeing paradigm and links the framework to trauma-informed child welfare practice. The goal is to demonstrate the practical benefits for bridging communications between child welfare staff, courts, kin and birth families.

MAINTAINING FAMILY CONNECTEDNESS: The 4-hour training workshop highlights the importance of maintaining family connectedness through the lens of kinship / birth families and assists child welfare professionals with understanding how they can strengthen family ties throughout the life of a case. Navigating the child welfare system is difficult for any parent and doing the work to get one's children returned home is a monumental feat. This course will highlight how to support reunification by maintaining strong family ties with kinship caregivers while the child is out of their parents' home.

FY 2024 APSR Update

MANAGERIAL SIGNALS OF CARE: This course provides managerial child welfare staff with experiential learning opportunities to foster the development of skills to professionally and effectively demonstrate genuine concern for supervisees. Participants will gain an understanding of the impact of providing signals of care on worker engagement and client outcomes. Participants will also examine the parallel processes created by the provision of managerial signals.

MANDATED REPORTER TRAINING: DC law identifies mandated reporters as educators, doctors, nurses, social workers, and anyone who works directly with children. This training prepares mandated reporters to know the importance of their roles while providing foundational understanding of child abuse and neglect in the District of Columbia. This training also provides step-by-step guidelines on the completion of a report to the CFSA Hotline.

MEDICATION ADMINISTRATION: The purpose of this course is to provide instruction on how safely to administer medications according to written physician orders. This course prepares resource parents with the following skill sets: a) to be knowledgeable of health and safety factors impacting the administration of specific medications to the children within their care, b) to use correct, safe procedures for medication administration that minimizes health and safety risks and errors, and c) to recognize and report medical and medication-related observations as well as medication errors to a medical professional.

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MINDFULNESS PRACTICE AND THE MENTAL HEALTH PRACTITIONER: This 6-hour course provides experiential activities that introduce mindfulness practices that align with NASW's position on the tenets. The session will equip participants to use mindfulness as an ethical framework for case management and supervision. Upon completion of the course, participants will have explored how mindfulness can enhance their self-care routines for their personal wellness.

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MOTIVATIONAL INTERVIEWING: Motivational Interviewing (MI) is an established, evidenced-based, client-centered treatment approach that targets the development and enhancement of intrinsic motivation to change problem behaviors. Because MI's foundation is rooted in a strengths-based, solution-focused treatment modality, it will be integrated as a practice standard for CFSA's direct service staff to increase positive outcomes for children and families. This two-day course will introduce participants to the principles and skills of motivational interviewing while also connecting the use of MI to the implementation of the Family First Prevention Services Act of 2018.

MOTIVATIONAL INTERVIEWING FOR SUPERVISORS: Following completion of the two-day MI training, supervisors will attend a one-day session focused on the utilization of the Motivational Interviewing Assessment: Supervisory Tools for Enhancing Proficiency (MIA:STEP). This assessment supports clinical supervision and enhancing motivational interviewing skills for direct practice social workers.

FY 2022 APSR UPDATE

MOTIVATIONAL INTERVIEWING INTERRATER RELIABILITY FOR SUPERVISORS: This 2-hour training session introduces agency supervisors to the process of completing interrater reliability assessments to ensure fidelity to the Motivational Interviewing model. During this session, supervisors review the Motivational Interviewing rating worksheet and begin the completion of practice ratings as they prepare to complete the final interrater reliability assessment. This session must be completed one time per quarter by each supervisor managing staff who utilize MI in their daily function.

FY 2024 APSR Update

MULTIGENERATIONAL WORKFORCE: This course provides an opportunity for participants to explore the dynamics of a multigenerational workforce, its inherent challenges, and benefits. Participants will deconstruct the generational divide and develop strategies for leveraging key strengths in the multigenerational workforce for success.

NEWBORN SAFE HAVEN: This session walks participants through the DC law and the step-by-step process of completing contact with CFSA and documentation of a Safe Haven surrender. The DC Newborn Safe Haven Law of 2009 specifically outlines the criteria and process for safe surrender of newborn babies in the District of Columbia.

FY 2021 APSR Update

PARENTING SPECIALIZED POPULATIONS: This six-hour session is designed to provide resource parents with information on ensuring the safety, permanency, and well-being of children in foster care who have been identified as part of a specialized population per the Foster Parent Training Regulation Amendment Act of 2018. Participants will receive information regarding the unique development needs, parenting practice, and ways to best support children who are 16 years of age or older, a victim of sex trafficking, may be LGBTQ, a child with a disability, pregnant and parenting, or has a history of violent behavior. Participants will also receive a list of both in-person and online training sessions that will provide more in-depth and detailed information for each of these populations.

PEERS & PRESSURES: Having Real Discussions about Sexual Health: The purpose of this course is to prepare CFSA and private agency social workers, family support workers, and nurse care managers (NCMs) to have age-appropriate conversations with CFSA youth about their sexuality and sexual health. Specifically, this course prepares child welfare professionals for sexual health discussions with the youth on their caseloads, CFSA's policies regarding sexual health discussions, and the importance of their responsibility to provide comprehensive physical and mental health services to all youth in a confidential, culturally competent, and inclusive manner.

FY 2023 APSR Update

POSITIVE PARENTING: Parenting is both rewarding and challenging. Trauma-informed positive parenting is critical to meeting the unique needs for children in care. This training session brings together trauma-sensitive knowledge and a trauma-informed the mindset for resource parents to identify the rewards of parenting amid these challenges as parents learn to promote children's natural potential for optimal outcomes. This session covers fostering children's emotional intelligence as well as their cognitive abilities, both of which are critically important to their well-being and success. Participants will also be introduced to the major theories behind positive parenting.

FY 2024 APSR Update

PSYCHOLOGICAL SAFETY: Psychological Safety is a condition in which you feel included, safe to learn, safe to contribute, and safe to challenge the status quo without the fear of embarrassment, marginalization, or punishment. As child welfare professionals, we need psychological safety to be effective in the work of trauma-informed care. This 5-hour session will take you through the text of *The 4 Stages of Psychological Safety*, by Timothy Clark, with a child welfare lens so that you are able to create psychological safety for yourself, your colleagues, and your teams. Upon registration, you will be sent information on how to obtain your copy of the text that should be read prior to attending.

PSYCHOTROPIC MEDICATIONS: This training educates resource parents, child welfare professionals, and NCMs about psychotropic medications, the associated policies, and each individual's roles and responsibilities. Participants will become familiar with common classes of psychotropic medications, indications for their use, and side effects; understand how to monitor a child or youth for possible side effects or to see if the psychotropic medication is working; know what to do if the resource parent has concerns about the psychotropic medications prescribed to youth in their care; gain awareness of how the various classes of psychotropic medications work, their side effects, and examples of medications in each class; and become familiar with signs and symptoms of serious or life-threatening side effects of medications.

FY 2023 APSR Update

RACE EQUITY IN CHILD WELFARE SERIES: The Race Equity in Child Welfare series focuses specifically on the work of child welfare and includes three 2-hour sessions focused specifically on race equity that addresses each requirement of the Mayor's Plan for Racial Equity training.

SESSION ONE: RACE EQUITY IN CHILD WELFARE

This session will define racial equity and inequity and explore the historical role of child welfare and government laws, policies, and practices in creating and maintaining racial inequities.

SESSION TWO: UNDERSTANDING BIAS AND THE FORMS OF RACISM

This session will explore the differences between explicit and implicit bias with a discussion on the various forms of racism from individual to structural.

SESSION THREE: APPLYING A RACIAL EQUITY LENS WITH RACE EQUITY TOOLS

The final session of the series will focus on defining and understanding the concept of a racial equity lens. Participants will also assess their own understanding of race equity and race equity in their work using the race equity toolkit.

REBUILDING THE EMOTIONALLY BROKEN CHILD: This workshop focuses on the relationship between the resource parent and the child in out-of-home foster care. Training focuses on the resource parent as a vital bridge between the children in foster care and CFSA. Emphasis is given on resource parents as agents of healing for the emotionally injured children in their care. Participants develop a basic understanding of the importance of healthy relationships between resource parents and the children and youth in their care.

RESTORING THE ART OF SOCIAL WORK IN CHILD WELFARE: This training addresses the importance of the reintegration of strengths-based, solution-focused practice into the CFSA Practice Model with a strong focus on planning, communication, and decision-making. The training further defines resilience and guides social workers to understanding the Practice Model's importance in working with child welfare involved clients.

SAFE AND TOGETHER DC COALITION AGAINST DOMESTIC VIOLENCE (DV): This two-day workshop addresses the intersection between child maltreatment and DV. Participants engage in interactive and practical discussions about the dynamics of DV, its impact on the family, children witnessing domestic violence, how to recognize and report incidents of domestic violence, how criminal and civil aspects of DV differ from case to case, and why caretakers sometimes choose to not press criminal charges. Resources for all involved in the DV process are discussed with a focus on child safety and well-being.

SCREENING, BRIEF INTERVENTION, AND REFERRAL TO TREATMENT (SBIRT) TRAINING: The SBIRT training provides practice and experiential training on screening individuals for at-risk alcohol and substance use, brief intervention using motivational interviewing, and the stages of change leading to a case plan, all within the context of finding out about substance use/abuse concerns.

SHARED PARENTING: This training session lays a solid foundation for enhancing the participants' understanding of their role in developing and maintaining a shared parenting approach between the biological parent and resource parent. Participants will engage in discussions on the definition of shared parenting and how to operationalize this approach in day-to-day parenting and practice.

SOCIAL WORK PRACTICE WITH LGBTQ AND GENDER NON-CONFORMING PEOPLE: This three-hour session introduces participants to foundational knowledge, values, and skills related to work with LGBT and

gender non-conforming people. The social work profession has a strong commitment to developing ethical human service approaches that support human diversity and alleviate or eliminate social oppression and injustice. Many social workers serve a diverse cadre of clients who identify across the lesbian, gay, bisexual, transgender (LGBT), and gender non-conforming spectrum. It has been well documented, academically, that people who are LGBT or gender non-conforming navigate their lives in the presence of stigma and discrimination. Social workers play an essential role as mentors, advocates, and therapists focused on supporting LGBT and gender non-conforming people to face this oppression.

FY 2024 APSR Update

SUPPORTING AND ENHANCING GROUP SUPERVISION: There's no secret that clinical supervision is a valuable process for the supervisor and for the supervisee. Often, we focus on the use of clinical individual supervision, but there is also a strong need for practitioners to conduct successful clinical group supervision in the supervision atmosphere. This class addresses this need and helps supervisors gain a deeper understanding of how effective group supervision can enhance the transfer of learning to their supervisees in the treatment realm. We invite you to gain more information about how this process can help support the amazing work that you and your team are already doing from a group perspective.

SUPPORTING RESILIENCE IN THE WORKPLACE: Resilience in the workplace is associated with greater job satisfaction, work happiness, organizational commitment, and increased colleague engagement. This 3-hour training will deconstruct the attributes of a resilient worker as well as explore constraints to resilience building. Participants will have the opportunity to learn about the five pillars of resilience theory, use the five pillars to explore their own resilience thresholds, and develop strategies for personal resilience enhancement. The NASW Code of Ethics will also be reviewed to highlight how building resiliency is directly related to professional self-care and the ability to render better care to families.

TEAMING WITH FOSTER PARENTS & SOCIAL WORKERS: This training provides participants with the philosophy, principles and components of teaming. Participants learn about the co-parenting model (i.e., a relationship between the resource parent, birth parent and social worker, values and beliefs) in child welfare practice, use of contractual agreements (policies, stipends, transportation etc.) for resource parents and social workers, planning a process for problem identification and resolution for each case, and use of active communication, support, reciprocity in working with resource parents.

FY 2023 APSR Update

TEENS AND PERMANENCY: This 4-hour course will help participants identify ways to improve outcomes for older youth. Participants will learn new techniques to enlarge a youth's network of supportive adults which will assist with education opportunities, future employment, and necessary life skills.

FY 2021 APSR Update

TRANSRACIAL PARENTING: This course helps prospective and current caregivers understand and embrace potential cultural differences between themselves and children joining their families. Participants will examine the intersection of race and class in American society and its impact on culture. Special attention will be given to challenges that may be present and skills to positively address them will be developed.

TRAUMA-INFORMED CAREGIVING FOR FOSTER PARENTS: This training provides information on the Trauma Systems Therapy treatment modality. Participants will understand the impact of trauma on children

involved with child welfare, as well as the importance of being trauma-informed in service delivery. The training will provide an understanding of child stress responses, as well as factors to assist caregivers with supporting children with maintaining behavioral and emotional regulation.

FY 2023 APSR Update

TRAUMA-INFORMED PROFESSIONAL PARENTS: A training series dedicated to the support and retention of CFSA's CWTA professional parents (TIPP). This training series is an in-service training offered weekday evenings to accommodate resource parent schedules.

MODULE 1 – TRAUMA-INFORMED CARE (9 HOURS)

This module lays the foundation of trauma-informed care in the context of child welfare. Participants will obtain a better understanding of the TIPP's role, revisit discussions of trauma systems therapy, and be introduced to the instrumental concept of unconditional positive regard.

OVERVIEW OF TRAUMA-INFORMED PROFESSIONAL PARENTS (TIPP) INITIATIVE

TIPP homes provide care 24 hours per day, 7 days a week, for children ages 8-12 who have experienced trauma. However, TIPP homes also include youth older than 12 years. The homes provide appropriate family-based foster placement for children and youth with particularly challenging mental and behavioral health concerns. This brief overview will provide information to TIPP about their roles, expectations, and success.

TRAUMA SYSTEMS & CHILD WELFARE

This session is designed to provide opportunities for resource parents to gain the parenting skills needed to support children with trauma histories to regain emotional regulation. Resource and kinship parents - the team members who spend the most time with children placed in their homes - will learn about the impact of trauma and acquire skills that can help them through a systems approach to parent children and teens who have experienced trauma.

UNCONDITIONAL POSITIVE REGARD

Based on the teachings of humanistic psychologist, Carl Rogers, unconditional positive regard is the concept of offering compassion through acceptance and support regardless of an individual's actions. This session will provide resource parents tips on assessing their capacity for unconditional positive regard and ways to enhance this skillset.

MODULE 2 – UNDERSTANDING BEHAVIOR (9 HOURS)

Module 2 begins the work of understanding the unique development and behaviors of children and youth who have experienced trauma first by focusing on a set of specialized populations. Participants will then be introduced to the signs and behaviors of common childhood disorders and their likely origin. Finally, cultural humility will be discussed as a means of understanding behavior from a cross-cultural perspective.

FOSTERING SPECIALIZED POPULATIONS

This session is designed to provide resource parents with information on ensuring the safety, permanency, and well-being of children in foster care who have been identified as part of a specialized population per the Foster Parent Training Regulation Amendment

Act of 2018. Participants will receive information regarding the children's unique development needs, quality parenting practice, and ways to best support children who are older youth, have experience commercial sexual exploitation, self-identify as LGBTQ, have a disability, are pregnant or parenting, or who have a history of violent behavior.

COMMON CHILDHOOD DISORDERS

This session will introduce resource parents to common childhood psychological and behavioral disorders in child welfare, as well as distinguishing features of the disorders. Specific diagnostic techniques and strategies for treating childhood disorders will be reviewed.

CULTURAL HUMILITY

This session will provide Agency resource parents with foundational knowledge of implicit bias and privilege. The session will also focus on the impact of oppression in the lives of the children and families served by the Agency. It will include ways in which Agency resource parents can work to radically transform how they support the children and families.

MODULE 3 – ADDRESSING BEHAVIORS (9 HOURS)

Addressing Behaviors focuses on taking the learning from Module 1 and Module 2 and applying it to positive parenting and trauma-informed de-escalation. The session will provide opportunities for participants to assess their parenting style and support the alignment of parenting with de-escalation through a trauma-informed lens.

POSITIVE PARENTING

This session introduces participants to the major theories behind positive parenting. Participants explore ways in which parenting is both rewarding and challenging, while also bringing together the knowledge and the mindset for parents to meet these challenges. Participants will further explore how rewards increase for parents who are able to promote children's natural potential for optimal outcomes. This session also covers children's emotional intelligence as well as their cognitive abilities, both critically important to their well-being and success.

TRAUMA-INFORMED DE-ESCALATION

The purpose of this training is to reduce the risk of physical injury to the child development professional, the resource parent, and the youth or adult being engaged. The session offers a trauma-informed perspective as a means to engage with an individual during a potentially dangerous or threatening situation. Participants will learn about the brain's response to trauma, techniques to verbally de-escalate a child or youth, and develop plans to address emotional and behavioral dysregulation.

MODULE 4 – STAYING CONNECTED (9 HOURS)

This fourth and final module turns the participants' focus away from the work of parenting toward the parent's well-being. Recognizing the need for continued tangible support, Module 4 will highlight what the participant can expect from CFSA and reiterate the importance of understanding the impact of secondary traumatic stress and grief. Participants will learn how building a positive personal support network can aid in finding a safe space to recharge.

SPECIALIZED SUPPORT FOR TIPP

Each TIPP has an assigned resource parent support worker (RPSW) dedicated solely to the support of that individual TIPP. The RPSW serves as an advocate for the TIPP and the point of contact for all matters related to the resource parent community. This discussion will highlight all aspects of support each TIPP can expect from CFSA team.

UNDERSTANDING & ADDRESSING PRIMARY AND SECONDARY TRAUMATIC STRESS

Engaging in the support of children and youth who have experienced trauma leaves the individual TIPP and others at a greater risk of experiencing primary and secondary traumatic stress (STS). This session will provide a clear definition of vicarious trauma while also allowing the participant the opportunity to better understand the impact of secondary traumatic stress. Participants will walk away from the session with tangible next steps to address their experience of STS which will ultimately enhance their work as a TIPP.

UNDERSTANDING THE DYNAMICS OF GRIEF & LOSS

This training will explore the grief and loss process in children and adolescents. Participants will learn the common characteristics of a grieving person and what grief "looks like" throughout the different developmental stages of a child and adolescent. Participants will also learn different tools to use with grieving children and adolescents to facilitate emotional expression.

BUILDING A POSITIVE PERSONAL SUPPORT NETWORK

This workshop will highlight the importance of having a support network made of different people who help participants to see problems in several different ways. Participants will examine how this network can offer advice, physical resources, perspective, and feedback to bolster resolve and to help provide direction during the fostering journey. Participants will also examine the Strengthening Families Protective Factors Framework and highlight how positive social supports enhance family resilience and increases one's sense of belonging, feelings of self-worth and feelings of security. Self-assessment tools will be incorporated to determine the areas where positive entities can add value.

FY 2024 APSR Update

TRAUMA-INFORMED SUPERVISION: This three-part, 2-hour course will remind supervisors how trauma-informed care (TIC) creates safe spaces for individuals who have experienced trauma and how TIC reduces the likelihood of re-traumatization through sensitive service provision. Using a parallel process approach, we will further unpack the TIC model and the incorporated elements of the NASW Code of Ethics to understand the supervisor's role in holding a supportive supervision posture when helping their team members who are working with traumatized families and children. During this session, supervisors will be challenged to understand their managerial styles and develop greater insight into ways they can anticipate and avoid managerial practices that are likely to traumatize teams, especially when teams are under pressure.

TRAUMA 101: This course introduces participants to the essential elements of trauma that every child welfare professional should know when caring for a child who has been through trauma. They will learn about what trauma is and how they can help children move past their traumatic experiences. The class also covers how trauma affects a child's development and the effects of trauma on children of various ages.

TRAUMA 102: This training helps participants understand the difference between physical and psychological safety in children and adolescents who have experienced trauma. Participants are introduced to the concept of the safety message and how to deliver it effectively, the cognitive triangle, and techniques for helping traumatized children understand and control their emotional and behavioral reactions.

FY2023 APSR Update

UNCONDITIONAL POSITIVE REGARD Based on the teachings of humanistic psychologist, Carl Rogers, unconditional positive regard is the concept of offering compassion through acceptance and support regardless of their actions. This session will provide social workers with tips on assessing their capacity for unconditional positive regard and ways to enhance this skillset.

FY2023 APSR Update

UNDERSTANDING AND ADDRESSING PRIMARY AND SECONDARY TRAUMATIC STRESS: Engaging in the support of children and youth who have experienced trauma often leaves social workers, family support others, and other child welfare team members at a greater risk of experiencing primary and secondary traumatic stress (STS). This session will provide a clear definition of vicarious trauma while also allowing the participant the opportunity to better understand the impact of STS. Participants will walk away from the session with tangible next steps to address their experience of STS which will ultimately enhance their work with CFSA-involved children and families, as well as their work with child welfare colleagues.

FY2023 APSR Update

UNDERSTANDING THE DYNAMICS OF GRIEF AND LOSS: This training will explore the grief and loss process in children and adolescents. Participants will learn the common characteristics of a grieving person and what grief "looks like" throughout the different developmental stages of a child and adolescent. Participants will also learn different tools to assist grieving children and adolescents to facilitate emotional expression.

UNDERSTANDING AND PREVENTING HUMAN TRAFFICKING: A GUIDE FOR SOCIAL WORKERS AND

RESOURCE PARENTS: Participants learn about the impact of consumer sex, and human trafficking on children and teenagers placed in resource homes. Participants also learn how to recognize and react responsibly to children and teens who have been exposed to and/or experienced these problems. The class reviews the impact of exposure to inappropriate sexual acts, materials, exploitation and/or sexual abuse.

WORKING EFFECTIVELY WITH LGBTQ YOUTH: This six-hour training helps participants learn how best to work with youth who self-identify as lesbian, gay, bisexual, transgender, and questioning (LGBTQ). The course offers clear definitions and experiential exercises that allow participants to better understand the thought and feelings of the LGBTQ population.

YOUR REPUTATION PRECEDES YOU: This is an interactive and thrilling workshop that fine tunes professional etiquette. Participants will identify skills that will increase the ability to present themselves in a professional manner through communication, behavior in the workplace, and social media. Participants will discuss universal leadership skills that will benefit in any position. Examine methods to be successful in networking.

YOUTH MENTAL HEALTH FIRST AID: This eight-hour course teaches lay-persons how to recognize the signs and symptoms of mental illness and substance use disorders, de-escalate crises, provide comfort, and

refer individuals to professional services. The program utilizes interactive exercises and role-playing activities to teach a unique action plan for helping others.

APPROVED ONLINE IN-SERVICE TRAINING WEBSITES

- **FOSTER CARE & ADOPTIVE COMMUNITY (FCAC) TRAINING:** FCAC Online Training offers 143 courses (five interactive) with new topics added continuously. Participants can complete mandated training hours from the comfort of their home. www.fosterparents.com
- **FOSTER PARENT COLLEGE:** Interactive multimedia training courses for adoptive, kinship, and foster parents. Only the behavior management and parenting strategy courses are currently approved. <http://www.fosterparentcollege.com/>
- **MANDATED REPORTER TRAINING:** <https://dc.mandatedreporter.org/login>: Free online DC mandated reporter training.

FY 2021 APSR Updates

MSW SOCIAL WORK STUDENT INTERNSHIP PROGRAM

The Child Welfare Training Academy has partnered with the CFSA Human Resources Administration to oversee the Agency's social worker internship program. This program allows for area social work students to complete their required field education training to obtain their Master of Social Work (MSW) degree. These interns are interviewed and vetted by CWTA staff, provided pre-service training and connected with a CFSA social worker who acts as their field instructor for that academic school year.

FY2023 APSR Update

CWTA supported 10 interns over the course of the 2021 - 2022 academic year.

CWTA RESPONSE TO COVID-19 PANDEMIC

During the COVID-19 pandemic, CWTA has shifted all pre-service and in-service training sessions to virtual platforms. Pre-service training sessions for direct service staff are being offered via Microsoft Teams. While pre-service training sessions for potential resource parents and in-service training sessions for direct service staff and resource parents are offered via WebEx.

For direct service pre-service training sessions and in-service training sessions, CWTA trainers reorganized course content to allow for independent study as a part of the live online training sessions. Pre-service training sessions for potential resource parents are now fully facilitated virtually. As a result, potential resource parents are contacted prior to the start of the session to determine their ability to connect to the training session with both video and microphone.

Additionally, CWTA developed knowledge checks for each pre-service and in-service training session. These knowledge checks are provided via a third-party application immediately following virtual training sessions. Each knowledge check is developed by CWTA trainers as a part of their virtual training redesign and contains between 10-15 questions related to the training offered. These checks ensure participants are obtaining and retaining necessary information and to verify attendance for the issuance of continuing education units. Participants are provided the link following the training and should score a minimum of 80 percent on these knowledge checks in order to receive their certification of completion of continuing education units.

FY 2022 APSR UPDATE

In response to the ongoing public health emergency, CWTA curated a series of listen-and-learn independent study sessions. These sessions were developed using various TED Talks, YouTube videos, research articles, and knowledge checks. While these sessions did not provide continuing education units for social work licensure, both staff and resource parents were able to obtain one additional internal training hour for successful completion of each topic area.

LISTEN & LEARN SERIES – INDEPENDENT STUDIES:

BIAS SERIES Vernā Myers and Dr. Jamila Lyiscott explore bias from very different perspectives, yet they land in similar spaces when addressing ways of increasing awareness and promoting inclusion.

- In ***How to Overcome Our Biases***, Vernā Myers highlights how biases can be dangerous, even deadly. She challenges viewers to look closely at some of the subconscious attitudes held toward out-groups, and in a humorous and impassioned way, she encourages all people to acknowledge their biases.
- Dr. Jamila Lyiscott uses the spoken word in ***Three Ways to Speak English*** to paint the picture of linguistic “play.” She follows it in ***Why English Class is Silencing Students of Color*** with an explanation of how literacy liberation supports voice and inclusion. She asks all to ponder the power of language in its ability to disrupt or uphold social injustice. This viral TED Talk speaker, spoken-word poet, and social justice education scholar makes a powerful argument that, “to honor and legitimize all students, we must, likewise, legitimize and honor all of their varied forms of written and spoken discourse, practicing ‘Liberation Literacies’ in the classroom.”

BODY LANGUAGE SERIES Body language affects how others see us, but it may also change how we see ourselves. Social psychologist Amy Cuddy argues that “power posing” -- standing in a posture of confidence, even when we don't feel confident -- can boost feelings of confidence and might have an impact on our chances for success. Child welfare professionals often work with individuals who feel vulnerable and disenfranchised. Modeling the skills discussed in this TED Talk, while encouraging appropriate implementation, may lead to increased self-efficacy and better personal and professional outcomes. This presentation may also empower child welfare professionals to effectively display leadership skills to facilitate the process of transitioning from the cubicle to the corner office.

CHILDREN'S SERIES This series focuses on recognizing the long-term effects and implications of adults' interactions with children that may be detrimental to their health and well-being.

- In ***School Suspensions are an Adult Behavior***, Dr. Rosemarie Allen talks about the epidemic of school suspensions in the U.S. and the severe downstream consequences. Adults suspend students, and while that may sound obvious, Dr. Allen realized that the problem might be the solution. When dealing with the difficult behaviors of children, she proposes an inward focus. She works passionately to ensure that children have access to high-quality early childhood programs that are developmentally and culturally appropriate.
- In ***Rethinking Challenging Kids***, Dr. Stuart Ablon will challenge the conventional wisdom about what causes challenging behavior and, as a result, what we should do to help. Drawing from research in the neurosciences, Dr. Ablon will suggest a revolutionary way of thinking about challenging behavior and a corresponding process by which kids of all kinds can be taught skills

of flexibility, frustration tolerance and problem solving. Dr. Stuart Ablon is a child psychologist who specializes in working with challenging children and their families, teachers and helpers. He serves as the Director of Think: Kids at Massachusetts General Hospital; he is also an Associate Professor at Harvard Medical School.

FAMILY SERIES In the *Family Values and The Future of Our Families* TED Talks, discussions highlight how family values and dynamics have shifted from past generations to present day. Deon Jones and George Carey will explore some of the historical family dynamics and beliefs while exploring how and if they are still relevant today. Further discussion will review how for the past 10,000 years, the parent and child balance of power has been hierarchical with the moms and dads making most decision and kids following their lead. Conversely, research has shown that over the last 10 years, a new generation of Millennial parents have replaced the family hierarchy with a family web that weaves in family dynamics.

RACISM AND WELLBEING SERIES David R. Williams and Miriam Zoila Pérez use the TED Talk platform to explore how racism across various sectors is making people physically and emotionally sick.

- In *How Racism Makes Us Sick*, David R. Williams developed a scale to measure the impact of discrimination on well-being, going beyond traditional measures like income and education to reveal how factors like implicit bias, residential segregation and negative stereotypes create and sustain inequality. In this eye-opening talk, Williams presents evidence for how racism is producing a rigged system. Williams also offers hopeful examples of programs across the US that are working to dismantle discrimination.
- In *How Racism Harms Pregnant Women – And What Can Help*, Miriam Zoila Pérez investigates how race and gender affect health, and she highlights the people and programs who create space for healing. This doula-turned-journalist explores the relationship between race, class and illness, and tells us about a radically compassionate prenatal care program that can buffer pregnant women from the stress that people of color face every day. No CEUs are being granted for this session.

TRAUMA SERIES Trauma is impactful whether experienced directly or indirectly. These TED Talk sessions presented by Amy Cunningham and Dr. John Rigg explore how trauma physiologically impacts the brain and is manifested in the body. Both speakers offer supportive strategies and guidance on identifying how stress shows up, and ways of addressing catabolic response triggers, compassion fatigue, and burn-out.

- As employees of CFSA, we must learn to recognize the signs of compassion fatigue. Regardless of how long any of us have been in the field of child welfare, we might experience this condition. We can each ask ourselves...am I experiencing a gradual lessening of compassion over time? Watch this TEDx Talk where Amy Cunningham helps us to see if we are drowning in empathy and could benefit from grabbing hold of a life preserver.
- In *The Effect of Trauma*, Dr. John Rigg has observed how the brain is constantly reacting to sensory information, generating non-thinking reactions before our intelligent individual human brains are able to process the event and formulate a self-driven response. Learn more about this experience and how trauma re-wires these responses.

VULNERABILITY & SHAME Dr. Brené Brown studies human connection -- the ability to empathize, belong, and love one another and ourselves.

- In a poignant, funny talk at TEDx Houston, entitled, **The Power of Vulnerability**, Dr. Brown shares a deep insight from her research, one that sent her on a personal quest to know herself as well as to understand humanity. This Ted Talk encourages us to think about the families we serve and the concept of being vulnerable, authentic, and genuine. As we seek to be authentic and genuine as social workers, we will see a change in the interactions with the children and families that we serve.
- Shame is an unspoken epidemic, the secret behind many forms of broken behavior. Dr. Brené Brown, whose earlier talk on vulnerability became a viral hit, explores what can happen when people confront their shame head-on. In **Listening to Shame**, her own humor, humanity, and vulnerability shine through every word. Watching this TED Talk will inspire us to think about the children and families that we serve. How many of them may experience feelings of shame and how does shame impact our ability to serve? As we become more conscious of how our clients are thinking and feeling, we will be able to develop strategies for engagement that can prove to be more effective.

FY2023 APSR Update

Currently, virtual instructor-led training is ingrained as a part of the typical learning experience for most CFSA employees. Virtual trainings reduce the risk of COVID-19 exposure and continue to support course offerings that span 4 or more hours in duration. These virtual courses also incorporate offline individual and group activities to support the adult learner. Current in-person trainings have a classroom capacity of 12 participants, due to the size of the training spaces. Courses that are 4 hours or less in duration can be scheduled as an in-person training.

APPENDIX

CWTA PRE-SERVICE TRAINING WAIVER

CHILD WELFARE TRAINING ACADEMY- PRE-SERVICE TRAINING WAIVER REQUEST FORM

Managers may request pre-service training waiver for social workers, family support workers, nurse care managers/ nurses who have successfully completed CWTA pre-service training within the past

24 months and have not had a lapse in employment exceeding 60 days (see policy for other eligibility requirements). Complete the form in its entirety and submit to CWTA Training Specialist, Erin Teagle at: erin.teagle2@dc.gov.

INDIVIDUAL REQUIRING WAIVER'S INFORMATION (PLEASE TYPE/ PRINT INFORMATION)

NAME OF HIRE (LAST NAME, FIRST NAME)	AGENCY:	POSITION TITLE:	DATE OF HIRE:
NAME OF REQUESTER: (LAST NAME, FIRST NAME)	ADMINISTRATION/AGENCY:	POSITION TITLE:	
REQUESTER EMAIL ADDRESS:	REQUESTER PHONE NUMBER:	DATE OF REQUEST:	

CERTIFICATION/VERIFICATION

I am requesting a Pre-Service Training Waiver of the Pre-Service Training Requirements. In so doing, I am verifying that the above employee is currently employed with this agency and that the information contained above is complete and accurate. The above employee has attended and successfully completed CFSA CWTA pre-service training within the past 24 months.

Signature of Requestor

Date

FOR COMPLETION BY CWTA

PLEASE DO NOT WRITE BELOW THIS LINE.TO BE COMPLETED BY CWTA.

PRE-SERVICE TRAINING COMPLETION DATE:	WAIVER REQUIREMENTS MET?	DATE OF REQUEST:
<input type="checkbox"/> WAIVER REQUEST GRANTED	<input type="checkbox"/> WAIVER REQUEST DENIED	

PROGRAM ADMINISTRATORS SIGNATURE

DATE OF DECISION

DEPUTY DIRECTORS SIGNATURE

DATE OF DECISION

CURRICULUM APPROVAL APPLICATION

CHILD WELFARE TRAINING ACADEMY - EXTERNAL COURSE APPROVAL APPLICATION

Please complete and return the completed application including attachments. Submit application information at least 30 days prior to training execution. We suggest that you submit a typed form, **as illegible and incomplete applications will not be accepted**. Applications will not be reviewed until all information is included in the application below. An email containing the approval decision will be sent when the application has been reviewed and processed.

GENERAL INFORMATION

PRIVATE PROVIDER EXECUTING OR SPONSORING THE TRAINING:

PRIVATE PROVIDER ADDRESS (STREET, CITY, STATE, ZIP)

TRAINING CONTACT PERSON:

TELEPHONE NUMBER:

EMAIL ADDRESS:

COURSE INFORMATION

FIRST COURSE DATE:

COURSE TITLE:

COURSE SUBJECT AREA:

LENGTH OF TRAINING (In hours):

METHOD(S) OF PRESENTATION (CHECK ALL THAT APPLY) :

LIVE WEBCAST

CLASSROOM W/
PARTICIPANTS

COURSE OUTLINE: ATTACH TYPED OUTLINE

COURSE DESCRIPTION: ATTACH TYPED DESCRIPTION

BEHAVIORALLY-BASED LEARNING OBJECTIVES: ATTACH TYPED BEHAVIORALLY-BASED LEARNING OBJECTIVES:

RESUME OF THE INSTRUCTOR: ATTACH RESUME OF AT LEAST ONE OF THE INSTRUCTORS

EVALUTION: ATTACH THE EVALUATION THAT WILL BE USED FOR THIS COURSE.

FREQUENCY OF DELIVERY:

A. PROVIDER AFFIRMATION OF COMPLIANCE WITH CWTA TRAINING STANDARDS & GUIDELINES

By the signature which appears below, the Course Private Provider submitting this application certifies that you agree as a provider of resource parent in-service training to comply with the CFSA Resource Parent Training Policy and CWTA Training Standards and Guidelines for resource parent in-service training and affirm that this course:

Meets the definition of "training" as defined below and is deliberately linked to the CFSA practice model;

- Clearly states through the course description and behaviorally-based learning objectives how the course content relates to the training definition above;
- Is relevant to both child welfare and assists in maintaining the safety, stability, and wellbeing of

- CFSA children and youth;
- Content is current and designed to include recent developments in the subject area being taught;
- Is at least one hour in length;
- Has a mechanism of evaluation to determine the extent to which the course met the objectives, the applicability or usability of new information, the adequacy of the instructor's mastery of the subject, the appropriateness of teaching methods used, and the efficiency of the course mechanics; and
- Certificate includes the minimal amount of information listed in the CWTA Training Standards & Guidelines

I hereby give assurance that the statements above are true and correct. I also understand that CWTA will not approve any third party trainings endorsed by my agency that were not preapproved by CWTA.

PRINTED NAME OF PERSON REQUESTING APPROVAL: _____

SIGNATURE

DATE

Before you mail or email this application and all requested documents, make sure that you have:

- Filled out all sections of the application
- Dated and signed by person requesting approval
- Enclosed the following for each course listed:
 - Course Outline
 - Course Description
 - Behaviorally-Based Learning Objectives
 - Instructor's resume
 - Evaluation
- Enclosed a copy of your organizations training certificate.

***Please complete, print, sign, and send the application and all supporting materials to: ATN: Child Welfare Training Academy
200 I Street, SE Washington, D.C. 20003***

CHILD WELFARE TRAINING ACADEMY USE ONLY		
<input type="checkbox"/> APPROVED	<input type="checkbox"/> DISAPPROVED	DATE OF DECISION:
APPROVED COURSE TITLE:		
PRINTED NAME:	SIGNATURE	
COMMENTS:		

COURSE APPROVAL APPLICATION

CONTENT: All courses must meet the *Training Course Standards & Guidelines and Resource Parent Training Policy* definition of training. Only courses that meet the definition of training and are deliberately linked to the CFSA practice model will be considered. The following subjects will not be approved for training credit:

- The viewing of television programs or movies
- The reading of articles from popular magazines/newspapers
- Any recreational activities
- Agency meetings and support groups

REQUIRED ATTACHMENTS: Private providers must submit courses for approval directly to the Child Welfare Training Academy at least 30 days prior to the date the course begins. Please note that the Curriculum Review Team meets once a month. Submissions will not be reviewed after the team meeting until the following month. In order to make an approval decision the following must be provided:

- A completed and signed application
- A course outline that shall list and summarize each topic covered. (A list of topics with no other detail is not an acceptable course outline. Do not send videos or books as a substitute for a course outline).
- A course description. It should be the same course description that will be used in advertisement.
- A list of 3-5 behaviorally-based learning objectives
- A copy of the evaluation that will be used to evaluate the training
- Instructor's resume.

NOTE: Approval will not be granted for courses held prior to the approval date. This would apply even if you submit the course and the application needs to be returned for additional information. The application and other attachments must be resubmitted prior to the course start date and before the date of the curriculum review team.

DETERMINING TRAINING HOURS: Each training hour must be at least 50 minutes of uninterrupted instruction in an organized learning environment pertaining to the approved course.

ADVERTISING: Courses may not be advertised as approved until CWTA has given written notification that the course has been approved.

CERTIFICATE OF COURSE COMPLETION: The private agency trainer or other member of the training department must complete the certificate of course completion. **The participant must not complete any part of the certificate of completion.** The certificate must include, at a minimum, all of the following information: typed name of the participant, the date the training was completed, the date of expiration/renewal (if applicable), the signature of the program director/training manager/training coordinator, and the following statement, "Approved by the Child Welfare Training Academy."

PRIVATE PROVIDER RESPONSIBILITY: The private provider must retain the original roster for participants to sign-in/sign out which includes the date of training, name of the training, hours the training was held, location of the training, name of the trainer(s), name of each participant, address of each participant, provider ID# of each participant, email address of each participant, and signature of

each participant. The private provider must electronically send the course roster to CWTA within 7 business days of the date the participants attended the course.

APPROVAL EXPIRATION: Once approved, courses will not need to be reapproved unless the course content is substantially updated.

COURSE APPROVAL APPLICATION GLOSSARY

TERM	DEFINITION
1. BEHAVIORALLY-BASED LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learning objectives, or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended training. • Learning objectives must be observable and measurable. • Learning objectives should (1) focus on the learner, and (2) contain action verbs that describe measurable behaviors • Verbs to consider when writing learning objectives: <ul style="list-style-type: none"> ○ list, describe, recite, write ○ compute, discuss, explain, predict ○ apply, demonstrate, prepare, use ○ analyze, design, select, utilize ○ compile, create, plan, revise ○ assess, compare, rate, critique • Verbs to avoid when writing learning objectives <ul style="list-style-type: none"> ○ know, understand ○ learn, appreciate ○ become aware of, become familiar with
2. COURSE DESCRIPTION	A short, pithy statement which informs a participant about the subject matter, approach, breadth, and applicability of the training. It is expressed in a narrative way, and, while it may contain some of the same information as the learning outcomes for the course, it contains far more detail about content.
3. COURSE OUTLINE	The course outline is simply the list of the course modules/sections. It is similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of your course.
4. EVALUTION	This is a continual and systematic process of assessing the value or potential value of a training. Results of the evaluation should be used to guide decision-making around various components of the training (e.g. instructional design, delivery, results) and its overall continuation, modification, or elimination.
5. LIVE WEBCAST	This is collaborative interacting over the Internet, allowing a presenter to show an audience what is on his/her computer screen and collaborate in a number of ways. Attendees are required to enter a code to verify attendance. It can also include broadcasting over the Internet, using streaming media technologies to broadcast audio and video or audio only with power point slides (optional) over the Internet to a large audience. Live webcast allows questions to be e-mailed to the presenter.
6. PRIVATE PROVIDER EXECUTING OR SPONSORING THE TRAINING	This is the name of the private agency that is either: <ul style="list-style-type: none"> • Developing and executing the training; or • Sponsoring a third-party agency to come in and develop and/or execute training.

LICENSING & TRAINING DATA ENTRY SUBMISSION FORM

LICENSING & TRAINING/CWTA TRAINING DATA ENTRY SUBMISSION FORM

NAME OF APPLICANT (LAST NAME, FIRST NAME)	PROVIDER I.D. NUMBER	LICENSURE PERIOD
AGENCY OF APPLICANT		TOTAL NUMBER OF SUBMITTED HOURS
EMPLOYEE (LAST NAME, FIRST NAME)	SUPERVISOR (LAST NAME, FIRST NAME)	DATE OF SUBMISSION

TRAINING SUBMISSION INFORMATION

TRAINING/CERTIFICATION TITLE	DATE OF COMPLETION	TOTAL HOURS	CWTA PM SIGNATURE

SIGNATURES

Submitting Employee

Date

Approved By (CWTA Program Manager)

Date

Entered By (CWTA Staff)

EXTERNAL TRAINING APPROVAL FORM

CHILD WELFARE TRAINING ACADEMY- EXTERNAL TRAINING APPROVAL FORM

The purpose of this form is to approve and track your participation in training outside of the agency such as conferences, online training, seminars and workshops. Completion of this form will ensure that CWTA places earned credit in your individual training record. Note that you must complete a form for each individual training event attended.

PERSONAL INFORMATION (PLEASE TYPE/PRINT ALL INFORMATION)

NAME (LAST, FIRST):	ADMINISTRATION/AGENCY :	POSITION TITLE :
IMMEDIATE SUPERVISOR NAME (LAST, FIRST):		TODAY'S DATE:

TYPE OF EXTERNAL TRAINING (Please check all that apply)

ONLINE COURSE IN-PERSON COURSE SEMINAR CONFERENCE

TITLE OF EXTERNAL TRAINING:	
DATE OF TRAINING:	LENGTH OF TRAINING (IN HOURS):
REASON FOR ATTENDING:	

SUPERVISORS SIGNATURE

DATE

Scan and email the completed form and the certificate to the
Aretha.tinch2@dc.gov.

PLEASE DO NOT WRITE BELOW THIS LINE. TO BE COMPLETED BY CWTA.

CWTA SIGNATURE

DATE

APPROVED NOT APPROVED

REASON NOT APPROVED:

--

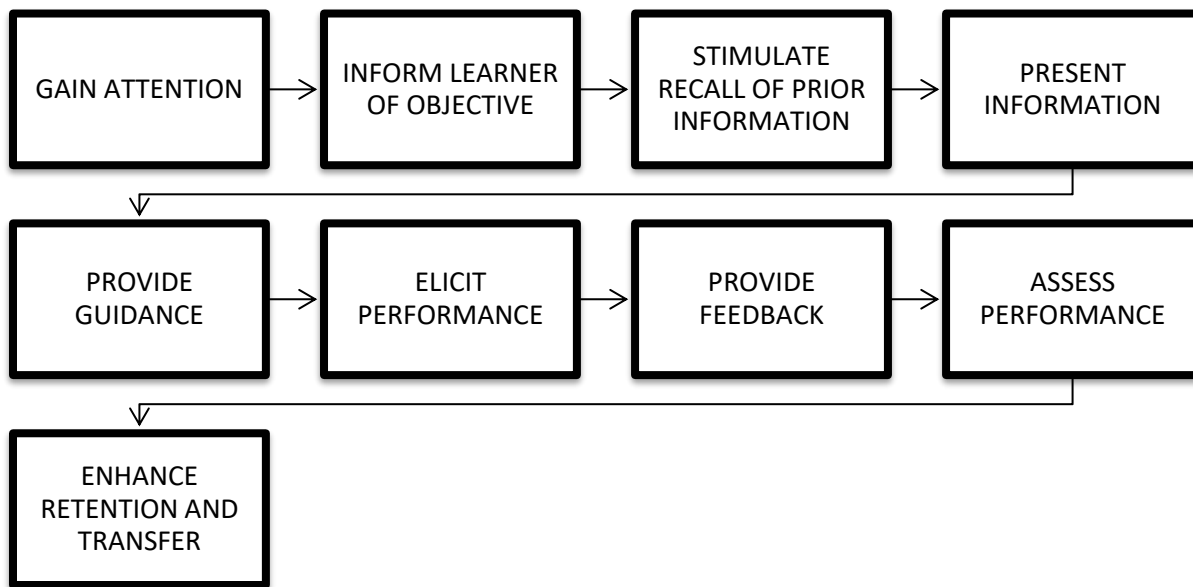
DATE RECEIVED:

DATE RECORDED IN FACES:

ROBERT GAGNÉ'S 9 EVENTS OF INSTRUCTION

There are three principal means of acquiring knowledge available to us: observation, reflection, and experimentation. Observation collects facts; reflection combines them; experimentation verifies the result of that combination. Our observation must be diligent, our reflection profound, and our experiments exact. (Clark, 2004)

According to Robert Gagné (Gagné, 1985), there are nine events that are needed for effective learning, thus they include a sequence of events similar to the following:



While some think the nine steps are iron-clad rules, it has been noted at least since 1977 (Clark, 2004) that the nine steps are "general considerations to be taken into account when designing instruction. Although some steps might need to be rearranged (or might be unnecessary) for certain types of lessons, the general set of considerations provide a good checklist of key design steps."

1. Gain attention. Present a problem or a new situation. Use an "interest device" that grabs the learner's attention. This can be thought of as a teaser -- the short segment shown in a TV show right before the opening credits that is designed to keep you watching and listening). The ideal is to grab the learners' attention so that they will watch and listen, while you present the learning point.
2. Inform learner of Objective. This allows the learners to organize their thoughts and around what they are about to see, hear, and/or do. There is a saying in the training field to 1) tell them what you're going to tell them, 2) tell them, and 3) tell them what you told them. This cues them and then provides a review which has proven to be effective, e.g. describe the goal of a lesson, state what the learners will be able to accomplish and how they will be able to use the knowledge.
3. Stimulate recall of prior knowledge. This allows the learners to build on their previous knowledge or skills. Although we are capable of having our creative minutes, it is much easier to build on

what we already know, e.g., remind the learners of prior knowledge relevant to the current lesson, provide the learners with a framework that helps learning and remembering.

4. Present the material. Chunk the information to avoid memory overload. Blend the information to aid in information recall. This is directly related to Skinner's "sequenced learning events." This allows learners to receive feedback on individualized tasks, thereby correcting isolated problems rather than having little idea of where the root of the learning challenge lies. Bloom's Taxonomy and Learning Strategies can be used to help sequence the lesson by helping you chunk them into levels of difficulty.
5. Provide guidance for learning. This is not the presentation of content but are instructions on how to learn. This is normally simpler and easier than the subject matter or content. It uses a different channel or media to avoid mixing it with the subject matter. The rate of learning increases because learners are less likely to lose time or become frustrated by basing performance on incorrect facts or poorly understood concepts.
6. Elicit performance. Practice by letting the learner do something with the newly acquired behavior, skills, or knowledge. In addition, demonstrate it (modeling and observational learning).
7. Provide feedback. Show correctness of the learner's response, analyze learner's behavior. This can be a test, quiz, or verbal comments. The feedback needs to be specific, not, "you are doing a good job" Tell them "why" they are doing a good job or provide specific guidance.
8. Assess performance. Test to determine if the lesson has been learned. Can also give general progress information.
9. Enhance retention and transfer. Inform the learner about similar problem situations, provide additional practice, put the learner in a transfer situation, and review the lesson.

INSTRUCTIONAL DESIGN MODELS

ANALYSIS, DESIGN, DEVELOPMENT, IMPLEMENT, EVALUATE (ADDIE)

The ADDIE instructional design model (Allen, 2012) is the generic process traditionally used by instructional designers and training developers. The ADDIE model is at the very core of instructional design and is the basis of instructional systems design (ISD). There are various adaptations of the ADDIE model but it generally consists of five cyclical phases—Analysis, Design, Development, Implementation, and Evaluation. These processes represent a dynamic, flexible guideline for building effective training and performance support tools.

- **ANALYSIS:** In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established, and the learning environment and learner's existing knowledge and skills are identified.
- **DESIGN:** The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific.

- **DEVELOPMENT:** The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase. In this phase, storyboards are created, content is written, and graphics are designed. If e-learning is involved, programmers work to develop and/or integrate technologies.
- **IMPLEMENTATION:** During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures.
- **EVALUATION:** The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users which were identified.

MULTI-TIERED APPROACH TO RESOURCE PARENT LEARNING AND DEVELOPMENT



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RESOURCE PARENT LEARNING AND DEVELOPMENT

SUMMARY

The Child Welfare Training Academy (CWTA) provides both pre-service and in-service training for agency and private agency staff and Resource Parents. In an effort to ensure the unique training needs of new and experienced Resource Parents are met, CWTA has created the Resource Parent Learning and Development program that includes a tiered approach to training and a learning and development assessment called the family development plan.

This document includes information about the tiered approach to training, the family development plan, a listing of current Resource Parent training sessions offered by CWTA and approved vendors, and training sessions projected to be developed in response to Resource Parents' feedback and learning needs. A brief section on the Foster Parent Pre-Services Training Regulation Amendment Act of 2018 (Bill 22-97) is also included.

Learning and Development training sessions for CFSA Resource Parents will occur through a multi-tiered approach. The four tiers are:

- Tier 1: Pre-service Training
- Tier 2: Core Training
- Tier 3: Training for the Experienced Resource Parent
- Tier 4: Specialized Training

CWTA'S TRAINING APPROACH

CWTA is responsible for the pre-service and in-service learning and development for resource parents. This learning and development is offered via in-person/classrooms sessions and online learning. Our weekday in-person sessions are joint classes that include social workers and resource parents, while our weekend sessions are reserved for resource parents only. Our joint classes provide the opportunity for CFSA social workers to learn from and hear more about the experiences of our resource parents directly from the source and vice versa.

Based on a continuous quality improvement process, CWTA redesigned the approach to training to include a multi-tiered process. These tiers support introducing resource parents to the core competencies of being a resource for CFSA children and families. The competencies are from the work of the nationally recognized Child Welfare League of America as introduced in the New Generations PRIDE Model of Practice.

The New Generation PRIDE Model of Practice is designed to teach knowledge and skills in five essential competency categories for resource parents:

1. Protecting and nurturing children.
2. Meeting children's developmental needs and addressing developmental delays.
3. Supporting relationships between children and their families.
4. Connecting children to safe, nurturing relationships intended to last a lifetime.
5. Working as a member of a professional team.

These five categories of competence reach beyond pre-service training and are also integrated into recruitment, orientation, in-service training, and follow-up supports (i.e. the resource parent support worker and relicensing worker). The New Generation Pride Model of Practice is a 14-step process to develop and support resource families from recruitment through relicensing. This model of practice informs preparing and supporting resource parents by addressing the following agency practice:

1. **PLANNING:** *What is the role foster parents fulfill in accomplishing the agency's vision and mission?* The planning phase is recruitment focused with the idea of recruiting families with a specific focus on this role.
2. **DEVELOPING:** *How does the agency prepare foster parents to building relationships with birth parents and agency staff through effective engagement and communication?* Developing focuses on pre-service training, licensing, and a mutual assessment of the prospective foster family's readiness to foster.
3. **SUPPORTING:** *What supports are necessary to maintain effective foster homes with increasing competence?* The support function is purposeful in helping foster families learn and grow through continued training and ensure foster parent support workers are able to support foster parents' knowledge, skills, and abilities acquisition.

RESOURCE PARENT TRAINING POLICY

CWTA has established standards and guidelines for resource parent training to ensure uniform preparedness. Training is defined as a planned and organized activity to impart knowledge, skills, techniques, and methodologies to a resource parent or group of resource parents.

The CFSA resource parent training policy requires at least 30 hours of pre-service training for resource parents and 30 hours of in-service training for license renewal every two years. Resource parents can only complete up to 9 hours of in-service training online. The COVID-19 public health emergency has necessitated that all training be conducted online/virtually until it is safe to convene in-persons.

CWTA has worked to ensure access to both in-person and online training that will support resource parents in meeting all training requirements.

RESOURCE PARENT TRAINING OPTIONS

While CWTA offers in-person training to accommodate resource parent training needs and to ensure their continued development, resource parents also have the option of obtaining training through other avenues. These may include professional conferences, training provided by the National Center for Children and Families (NCCF) or the Foster and Adoptive Parent Advocacy Center, via various online learning platforms, or via TableTop Training.

Training sessions attended outside of those offered by CWTA should adhere to the following in-service training guidelines

- The training courses must clearly state through the course description and behaviorally-based learning objectives how the course is a planned and organized activity to impart knowledge, skills, techniques, and methodologies.
- The training course content must be relevant to both child welfare and assist in maintaining the safety, stability, and well-being of CFSA children/youth.
- The training course content must be current and designed to include recent developments in the subject area being taught.
- The training courses must be at least one hour in length. Each training hour must be at least 50 minutes of instruction in an organized learning environment and a 10-minute break.
- The training course offerings must have a mechanism of evaluation to determine the extent to which the course met the objectives, the appropriateness of teaching methods used, and the efficiency of the course presentation.

Resource parents should ensure that any external in-person training received has been approved by CWTA prior to attending a training session. If a training session is NOT approved, approval can be requested by sending the course title, description, and contact information to cwta.training@dc.gov.

If an online training course meets the above guidelines, CWTA will approve it for in-service training hours. Due to the constantly changing nature of online training platforms, CWTA provides an up-to-date list of online training websites in the quarterly theSOURCE newsletter.

THESOURCE

theSOURCE Newsletter is a quarterly publication produced by CWTA. This newsletter provides CWTA and NCCF resource parents with valuable information related to effective foster parenting along with the quarterly training schedule. At the time of publication, theSOURCE is emailed and mailed to all Resource Parents at their home address. Resource Parents are also able to access theSOURCE on the CFSA website at <https://cfsa.dc.gov/node/828232>. Resource Parents can also access theSOURCE with the following steps:

1. Go to cfsa.dc.gov
2. Click on FOR PARTNERS at the top of the screen.
3. Click on TRAINING.
4. Click on CHILD WELFARE TRAINING ACADEMY.
5. Click on READ CWTA'S THESOURCE NEWSLETTER.

RESOURCE PARENT FAMILY DEVELOPMENT PLAN (FDP)

Training provides a foundational level of support that introduces resource parents to the concepts related to working as a member of the CFSA professional team. However, CFSA support for resource parent development as a team member does not end with the last preservice training session. Through the use of mutual assessment from training through licensing, resource parents have the opportunity to build on their understanding and practice of key core competencies, assess their own skills, and discuss

ways to enhance these skills with their resource parent support worker. The identified means to track this learning is through the Family Development Plan (FDP).

The Family Development Plan is intended to take potential resource parents beyond the preservice preparation and assessment process. Professional development is ongoing and the Family Development Plan is used as a tool to guide the resource parents and the resource parent support worker in the process of identifying individual development needs and a plan to meet those needs. Some of the needs identified in the FDP may be related directly to training while others may involve support outside of CWTA (e. g. new resource parents attending support groups, seasoned resource parents having access to respite for the children who have joined their families, participation in town hall style discussions).

INITIAL FAMILY DEVELOPMENT PLAN

NEW RESOURCE PARENTS

A Family Development Plan will be created with each potential resource parent during an in-person session of the NG PRIDE model of practice pre-service training. The family development plan will then be shared with the Resource Parent Support Worker assigned to work with the resource parent following licensure. Through feedback from the Child Welfare Training Academy (CWTA) and home visit discussions with the resource parent support worker, guidance will be offered to the resource parent to sustain and increase knowledge and skills in each of the following five competency areas:

1. **GENERAL COMPETENCIES:**

PROTECTING AND NURTURING CHILDREN

- Trauma-Informed Foster Care Related Skills
- Resource Parenting Skills

2. **AGE –SPECIFIC, DEVELOPMENTAL, AND SPECIALIZED COMPETENCIES:**

MEETING DEVELOPMENTAL NEEDS, DELAYS, AND SPECIAL CONDITIONS

- Caring for Infants and Toddlers
- Caring for Preschool-Aged Children
- Caring for School-Aged Children
- Caring for Adolescents
- Caring for Children/Youth with Special Needs
- Caring for Children/Youth Who Have Been Sexually Abused
- Fostering Adolescent Sexual Offenders
- Working with LGBTQ Youth
- Use of Medication

3. **MAINTENANCE OF FAMILY, CULTURAL, AND LIFETIME CONNECTION COMPETENCIES:**

SUPPORTING RELATIONSHIPS WITH BIRTH AND KIN THROUGH THE CULTURE LENS

- Resource Parent as Part of the Co-Parenting Team
- Kinship Parenting Related Skills

4. **SUPPORTING LIFETIME CONNECTIONS COMPETENCIES:**

LINKING CHILDREN TO SAFE, NURTURING RELATIONSHIPS INTENDED TO LAST A LIFETIME

- Kinship Parenting Related Skills
- Exploring Adoption Options for Permanency

5. **ACTIVE PROFESSIONAL MEMBER OF THE FAMILY'S TEAM COMPETENCIES**

WORKING AS A MEMBER OF A PROFESSIONAL TEAM

- Legal Issues
- Therapeutic/Intensive Resource Parenting Skills
- Community Collaborations
- Educational Partnerships

EXPERIENCED RESOURCE PARENTS

Experienced resource parents will complete a Family Development Plan with their resource parent support worker at the first visit immediately following the implementation of this new process. This FDP will assess the Resource Parent's competence in each of the five competency areas. Through feedback from the Child Welfare Training Academy and discussions with the Resource Parent Support Worker, guidance will be offered to the resource parent to sustain and increase knowledge and skills in each of the competency areas listed above. Family Development Plans will be updated at least once a year and/or at the time the family's needs change as related to the needs of children who join their families.

MULTI-TIERED TRAINING

Learning and Development for Resource Parents will occur in four tiers. Each tier of training is designed to build on previous learning and development to support the continued growth and competency of CFSA Resource Parents. These tiers of training are:

- Tier 1: Pre-service Training
- Tier 2: Core In-Service Training
- Tier 3: Training for the Experienced Resource Parent, and
- Tier 4: Specialized Training

TIER 1: PRE-SERVICE TRAINING

PRE-SERVICE TRAINING FOR POTENTIAL RESOURCE PARENTS

CWTA provides pre-service training to potential Resource Parents and uses an evidence-based curricula developed by the Child Welfare League of America (CWLA) titled New Generation PRIDE (Parent Resources for Information, Development, and Education). This training focuses on five categories of competence:

1. Protect and Nurture Children
2. Meet Developmental Needs, Address Delays
3. Support Relationships with Birth Families
4. Connect to Safe and Nurturing Relationships Intended to Last a Lifetime

5. Work as a Member of a Professional Team

This is achieved through a hybrid approach to training by completing four (three-hour online sessions and six instructor- led in-person sessions). The online portion of the training is offered in partnership with FosterParentCollege.com. Over a five-week period potential resource parents will work closely with a CWTA trainer and their licensing team to complete the in-person sessions, online clusters, and PRIDE Connections.

TRAINING SESSIONS

SESSION ONE: CONNECTING WITH PRIDE This session focuses on introducing prospective resource parents to the New Generation PRIDE curriculum with focus on committing to the vision and mission of the agency, strategies to support achieving safety, well-being, and permanency, and understanding the essential roles of resource parents.

**ONLINE
CLUSTER
ONE**

- The Child Welfare Team
- Child Abuse & Neglect
- Child Development

SESSION TWO: LICENSURE PAPERWORK This session introduces potential resource parents to the paperwork required for completion of the family assessment and CFSA licensure process. Potential resource parents will also get to meet their licensing team and ask any questions they may have of the licensing process.

SESSION THREE: PROTECTING AND NURTURING CHILDREN This session explores building trust and attachment, understanding the impact of trauma on child development, and supports prospective resource parents to begin to assess their ability, resources, and willingness to foster and adopt.

**ONLINE
CLUSTER
TWO**

- Parent-Child Attachment
- Understanding Behavior in Foster Children
- Caring for Children who have been Sexually Abused

SESSION FOUR: MEETING DEVELOPMENTAL NEEDS: TRAUMA, LOSS, AND RESILIENCE Building on the previous session, this meeting supports resource parents to understand the impact of trauma and loss on children in foster care, introduces ways to promote resilience, and provides detailed information on parenting children who experience trauma.

**ONLINE
CLUSTER
THREE**

- Working Together with Primary Families
- Cultural Issues in Parenting

SESSION FIVE: SUPPORTING RELATIONSHIPS WITH BIRTH FAMILIES This session focuses on the importance of children in care maintaining a supportive relationship with their birth families and

ways the resource parent can support this connection. It also explores building personal and cultural identity, promoting family connections and continuity, and supporting positive family time.

- | | | |
|------------------------------------|--|--|
| ONLINE
CLUSTER
FOUR | | <ul style="list-style-type: none">• Reducing Family Stress• The Impact of Fostering on Birth Children• Foster Care to Adoption |
|------------------------------------|--|--|

SESSION SIX: MAKING AN INFORMED DECISION This final in-person session focuses on involving all members of the resource family in providing support to a child in foster care while creating safe and nurturing environments and preventing placement disruptions.

ONLINE CLUSTERS

Online clusters are completed via a partnership with FosterParentCollege.com. This online learning platform provides each potential resource parent with the opportunity to complete the four online clusters at their own pace. Each potential resource parent will be registered on FosterParentCollege.com by CWTA and information on how and when to log in will be provided during the first in-person training session.

Following completion of pre-service training and the licensing process, all resource parents will have access to the in-service online training modules via FosterParentCollege.com.

PRIDE CONNECTIONS

The PRIDE Connections activities provide an opportunity to make connects between what is learned in the in-person sessions and the online clusters. Potential resource parents will be asked to reflect on the information shared during the in-person and online cluster sessions to determine their ability, willingness, and resources to complete the training process and to ultimately have a child join their family. These connections will be discussed with the licensing team as part of the home assessment process.

TIER 2: CORE IN-SERVICE TRAINING

Tier 2 of in-service training ensures new Resource Parents have an understanding of expectations and outcomes as outlined by CFSA. There is specific legislation that informs in-service training topics for specialized populations, the Foster Parent Training Regulation Act of 2018.

FOSTER PARENT TRAINING REGULATION ACT OF 2018

In December 2018, the DC Council passed legislation called the Foster Parent Training Regulation Act of 2018. The legislation requires specialized training for resource parents when a child who meets one of the following criteria joins their family:

- Is LGBTQ;
- Is a victim of sex trafficking, as that term is defined in the Trafficking Victims Protection Act of 2000;

- Is a child with a disability;
- Is pregnant or a parent;
- Has a history of violent behavior; or
- Is sixteen (16) years of age or older.

LEGISLATION TIMEFRAMES

Within forty-five (45) days of identifying the need for specialized training, CFSA will notify the resource parent of the requirement to complete specialized training, determine the appropriate training course and provide assistance through identifying upcoming course offering dates and/or online training options to the resource parent to complete the appropriate training course.

This process will begin with the placement administration notifying the Resource Parent Support Worker assigned to support the resource parent who has a child with specialized needs joining their family. The Resource Parent Support Worker will then notify the Resource Parent of the required training and timeframes to ensure the training is completed timely.

Specialized training completed by a foster parent four (4) months prior to receiving notice from the agency or specialized training completed by a foster parent one (1) year prior to the expiration date of the foster parent's current license will count towards this specialized training requirement.

COURSES DESIGNED FOR NEW RESOURCE PARENTS

Within the first six months of licensure, new Resource Parents will be expected to complete the following sessions:

- Foundations of Child Welfare and CFSA Overview (4 hours);
- Shared Parenting (3 hours); and
- I'm Licensed Now What? (2 hours)

During the first two years following pre-service training, Resource Parents will be *required* to complete at least 9 hours of training addressing the following topics via either online sources or as offered by CWTA:

- Trauma-Informed Caregiving
- Understanding Child Development
- Understanding Childhood Disorders
- Child Welfare Appropriate Discipline Techniques
- Parenting Specialized Populations (as outlined in the Foster Parent Training Regulation Act of 2018 above)

The additional 12 hours of training necessary for licensure renewal will be at the discretion of the Resource Parent. Ideally, new resource parents will focus on the training listed above in the first 2 years of licensure, however there is no restriction for completing training from course in Tier 3 or Tier 4 in addition to complete these core training sessions.

In instances where a child/youth with unique developmental or behavioral health joins a resource family, the Resource Parent will be required to complete training specific to supporting the child/youth as outlined in the Family Development Plan.

TIER 3: TRAINING FOR EXPERIENCED RESOURCE PARENTS

COURSES DESIGNED FOR EXPERIENCED RESOURCE PARENTS (Resource Parents with more than 2 years experience)

Following a review of course completion, through the use of the Family Development Plan, a Resource Parent will step up to Tier 3 Training which focuses on providing training more specific to the Resource Parent's interests and areas of need identified. Along with identified areas of need, Resource Parents who have been licensed more than two years will be required to complete training in the following areas:

- Intergenerational Trauma
- Engagement Series – at least ONE of the following sessions should be completed:
 - Engaging Fathers
 - Engaging Older Youth
 - Engaging Biological Parents

To support the Foster Parent Training Legislation Act of 2018, Resource Parents with more than 2 years of fostering experience must also complete trainings related to the specialized populations listed:

- LGBTQ children and youth;
- victims of sex trafficking, as that term is defined in the Trafficking Victims Protection Act of 2000;
- children with a disability;
- pregnant or parenting teens;
- a history of violent behavior; or
- Is sixteen (16) years of age or older

This requirement can be met by completing the CWTA six-hour Specialized Populations course, or by completing online modules related to each specialized category.

TIER 4: SPECIALIZED TRAINING

COURSES DESIGNED FOR THOSE RESOURCE PARENTS WHO WANT TO BECOME SPECIALISTS

The final tier of Resource Parent training is specific to those Resource Parents who are interested in being considered as specialists with a particular population of children/youth. Currently this tier is referred to as the agency's Specialized Older Youth (SOY) program. However, this tier extends beyond older youth and includes:

- Specific development and mental health disorders
- Medically Fragile Children/Youth
- Difficult to Place Youth

LEARNER SUPPORT



Building on the words of Benjamin Franklin, “tell me and I forget, teach me and I may remember, involve me and I learn,” learner support focuses on both formal and informal training. Formal training provides knowledge, and opportunities to observe and practice new knowledge and typically occur within a classroom setting or via online learning. Informal training flips these steps by allowing the learner to practice current

knowledge, and learn through face to face one to one interaction.

Pre-service Training for all Resource Parents will take place via formal training. Required training sessions for Tier 2 will be completed through both formal and informal training with formal training focused on the above listed required training areas.

TABLE TOP TRAINING

Tabletop Training is an informal training approach offered by CWTA. The purpose of Tabletop Training is to provide Resource Parents with a quick reference guide to information regarding the unique needs of the children/teens joining their families. Tabletop Training will provide Resource Parents with information about diagnoses for all age groups, special needs, CFSA and community resources, supports and services. The ultimate goal of Table Top Training is to stabilize, support and prevent the disruption of a placement for CFSA children and teens in Resource Parent homes.

Resource Parents will be able to partner with their Resource Parent Support Worker to identify what Tabletop Training would be best suited for their needs. Recommendations for Tabletop Training can also be offered by the Placement Specialist working to join children with resource families with unique needs outside of those children previously joined with a specific Resource Parent and family.

Once the need for a Tabletop Training has been identified, the Resource Parent Support Worker will present the information included in the Tabletop Training packet developed by CWTA during a regularly scheduled home visit.

CWTA has identified several Tabletop Training topics and is currently working to increase the library of offerings based on CFSA need. Current topics include:

- The First 72 Hours of a Child Joining Your Family
- Parenting Teens with Trauma: Managing Difficult Behaviors
- When the Honeymoon is Over

CWTA CONTACT INFORMATION

Questions regarding resource parent training should be directed to cwta.training@dc.gov or by calling 202-727-5015.

CWTA has also created a frequently asked questions document which can be found at this link: (link forthcoming).

WORKS CITED

- Allen, M. (2012). *Leaving ADDIE for SAM: An Agile Model for Developing the Best Learning Experiences*. Alexandria: ASTD Press.
- Clark, D. R. (2004). Retrieved January 2, 2013, from The Art and Science of Leadership:
<http://nwlink.com/~donclark/leader/leader.html>
- Collins, A. B. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*.
- Gagné, R. (1985). *The Conditions of Learning and the Theory of Instruction*. New York: Holt, Rinehart, and Winston.

This is not the full document, but examples of what is included in the newsletter



CWTA is pleased to bring you **theSOURCE**, the newsletter of the DC Child & Family Services Agency Child Welfare Training Academy. Each issue of **theSOURCE** will provide you with updates on new classes, highlight special offerings, and give you the information you need to get the most out of the professional development opportunities offered by CWTA. If there are topics or training events you would like to see addressed, please let us know by contacting us directly at cwta.training@dc.gov.

A WORD FROM OUR MAYOR

Dear Washingtonians,

During these unprecedented and uncertain times, we know that everyone in our community is making sacrifices. I want to remind you that these sacrifices will save lives.

We are in this together and we will get through this together.

In a matter of days, we have dramatically shifted our way of life. Our community has come together. People are making very difficult decisions for the greater good of our community. And we have witnessed remarkable examples of selflessness.

As this very dynamic situation evolves, we continue to post updates and resources on coronavirus.dc.gov. It is on all of us to mitigate the spread of COVID-19. This virus does not discriminate based on age, race, or gender: everyone can get it, and everyone can pass it on. So do your part:

- ◆ Stay at home, practice social distancing, and, if you do go outside, stay at least six feet away from people outside of your immediate family
- ◆ Continue washing your hands with soap and water multiple times a day
- ◆ Call your doctor or a healthcare provider if you feel sick so that they can advise you on whether you should be tested for COVID-19, self-quarantine, or seek other treatment

I am proud of our city. Please call the seniors in your life and check on them. Keep looking out for each other, keep doing your part, and we will get through this, DC.

Sincerely,



ONLINE TRAINING

For the month of April 2020, CWTA is waiving the online training hour limit.

Upon completion of each online course, please print your certificate immediately and send them to your Resource Development Specialist or Licensing Specialist within 15 days of completion!! Remember, only 9 hours of online training is permissible within your 2 year in-service training cycle.

CWTA APPROVED ONLINE SITES:

- <https://dc.mandatedreporter.org/pages/Welcome.action>: Free online DC mandated reporter training
- www.fosterparents.com: One year membership: \$24 (not reimbursable).
- <http://www.dshs.wa.gov/ca/fosterparents/training.asp> : The entire *FosterParentscope* Training program is presented in this award-winning Web site from Washington State. Adapted from the SUNY *Fosterparentscope* curriculum.
- <http://www.fosterparentstest.com/store/index.htm> : A wonderful selection of online courses for resource parents covering topics from high needs babies to a range of disorders and challenges. Note that there is a non-reimbursable associated cost for each course.
- <http://www.fosterparentcollege.com/>: FosterParentCollege.com's Self-Paced training is accessible 24 hours a day, seven days a week. From the comfort and safety of home, parents can enroll, complete a course, and receive a certificate of completion in a single session. FPC has conducted more than 80,000 online training sessions since 2004. Designed by nationally recognized experts in the fields of parenting, pediatrics, psychology, psychiatry, and education, FPC courses are valued by foster care agencies and praised by caregivers. Many of our classes are also available on DVD at our website www.SocialLearning.com.

Need more information? Contact Aretha Wells, Program Specialist at aretha.wells@dc.gov.

REGISTRATION INFORMATION

PLEASE REGISTER IN [COURSESTORM](#) TO SECURE YOUR ADMISSION. PLEASE NOTE, COURSES FOR THE MONTH OF **APRIL** WILL BE WEB-BASED. FOLLOWING REGISTRATION, YOU WILL RECEIVE LOG-IN INSTRUCTIONS FOR THE ONLINE TRAINING SESSION.

REGISTRATION IS REQUIRED FOR ALL CLASSES

- The Child Welfare Training Academy has heard your request for online registration! We are pleased to introduce you to CourseStorm! This online platform will allow you to register for CWTA offered training from the comfort of your home day or night! To register for classes please go to cwta.coursestorm.com. You will need an email address to utilize this new system. **PLEASE REGISTER EARLY TO SECURE YOUR ADMISSION IN EACH COURSE.** Registrations will not be accepted within 48 hours of a course start time.
- **IF YOU REGISTER FOR A TRAINING EVENT BUT WILL NOT BE ABLE TO ATTEND, PLEASE EMAIL-**



REGISTER TODAY!



APRIL 2020—WEBEX TRAINING

DATES, TIMES AND LOCATIONS ARE SUBJECT TO CHANGE

DATE/TIME/ LOCATION	TITLE/OBJECTIVE/TRAINER	TRAINING HOURS
<p>THURSDAY, APRIL 2, 2020</p> <p>9:00AM-12:00PM</p> <p>200 I Street SE</p> <p>Washington, DC Room 4004</p>	<p>HUMAN TRAFFICKING: VOLUME II: <i>The Understanding and Preventing Human Trafficking in Child Welfare</i> course will provide Social Workers, Resource Parents, Nurses, and other CFSA community partners with information about the commercial sexual exploitation of children (CSEC). This course will introduce participants to current federal and local laws and policies regarding CSEC, terminology related to CSEC, best practice guidelines for identifying and preventing CSEC, and provide participants the opportunity to explore cultural considerations as it relates to CSEC as well as their own beliefs and values. The course will also cover ethical considerations, such as documentation, communication and professional behavior.</p> <p>TRAINER: CWTA TRAINER</p>	<p>3</p>
<p>SATURDAY, APRIL 4, 2020</p> <p>10:00AM-2:00PM</p> <p>200 I Street SE</p> <p>Washington, DC Room 2402</p>	<p>THE JOURNEY THROUGH LIFE: CREATING LIFE BOOKS: <i>This 4-hour session is a hands-on workshop to engage participants in creating a way to record the history of a child's life while joined with a resource family, before joining the resource family, and beyond their time with the resource family. Life books are concrete tools that help tell the life story of a child through words and pictures. It can act as a roadmap for the child or youth to connect their past to their present and create hope for the future.</i></p> <p>TRAINER: CWTA TRAINER</p>	<p>4</p>
<p>SATURDAY, APRIL 11, 2020</p> <p>9:00AM-4:30PM</p> <p>200 I Street SE</p> <p>Washington, DC Room 2402</p>	<p>FOSTERING SPECIALIZED POPULATIONS: <i>This six-hour session is designed to provide resource parents with information on ensuring the safety, permanency, and well-being of children in foster care who have been identified as part of a specialized population per the December 2018 dc council legislation. Participants will receive information regarding the unique development needs, parenting practice, and ways to best support children who may be LGBTQ, a victim of sex trafficking, a child with a disability, pregnant and parenting, has a history of violent behavior, or is sixteen (16) year of age or older. Participants will be also be provided a list of both in-person and online training sessions that will provide more in-depth and detailed information for each of these populations.</i></p> <p>TRAINER: CWTA TRAINER</p>	<p>6</p>



the SOURCE

A QUARTERLY PUBLICATION

in this issue

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Design by Erin Teagle

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WEBEX REGISTRATION!

To better support your virtual learning experience, CWTA has transitioned all in-service courses to WEBEX. This online platform will allow you to register for CWTA offered training opportunities with ease. To register for available sessions, please click the hyperlink listed under the course titles featured in this catalog. Each link will direct you to the registration page for the selected course.

When you click on the link, do not attempt to login. Click on "join as participant" and on the next screen, click "registration." You will then be able to register for the class.

PLEASE BE SURE TO REGISTER EARLY TO SECURE YOUR ADMISSION IN EACH COURSE. WebEx registrations will not be accepted within **48 hours** of a course start time. You may cancel your registration via WebEx at anytime.

Unfortunately, at this time, we are unable to increase class capacity. Therefore, it is imperative staff register in advance. CFSA staff are a priority. External participants will be considered as seats become available.



WAITLISTED? You will have an opportunity to join the session if participants cancel their registrations. To cancel, your registration scroll to the bottom of your confirmation email and click CANCEL REGISTRATION. This will give your seat to someone on the waitlist. Additionally, CWTA will begin opening the waitlist by removing registered participants who have not logged in by 9:15AM. If you are on the waitlist, be prepared to receive participant log-in information between 9:15 and 9:30 if you are still interested in attending a session.

UPON REGISTRATION, YOU WILL RECEIVE LOG-IN INSTRUCTIONS FOR THE ONLINE TRAINING SESSION.



ETHICAL CHILD WELFARE PRACTICE 6 HOURS

COURSE REGISTRATION LINK	COURSE DATE	TIME
https://dcnet.webex.com/dcnet/k2/j.php?MTID=tfdb4735c0e3efd413419333d3f2463b	APRIL 13	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=tecf6d14070e680e4bed66d4c270acb60	APRIL 27	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=te3941bc070463ff79da84f72acb4df1f	MAY 6	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=te4877705a24a7762b065883ba9545452	MAY 11	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=t7c914294b2ee53188d435604fb522514	MAY 25	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=t56fb4e61b6092c439c89db6bfd915440	JUNE 9	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=t732e33e1d5b17a9e50fa1cd458f13074	JUNE 15	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=t030ffab3103bf6444e40c46048ef9c99	JUNE 29	9AM-4:30PM

HUMAN TRAFFICKING II 6 HOURS

This training session focuses on recognizing the risk factors and conditions that place children and youth involved in the child welfare system at heightened risk for CSEC. By the end of the session, participants will be able to demonstrate best practice approaches in reducing the risk of victimization, engaging children and youth in screening, responding to CSEC indicators, and partnering to develop trauma-informed and strengths-based plans to promote safety and empowerment.

COURSE REGISTRATION LINK	COURSE DATE	TIME
https://dcnet.webex.com/dcnet/k2/j.php?MTID=t0d58808eaae7a8d9c789566ceb0c8528	APRIL 6	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=t4eca6b3a939d8b5e7f5b2a0f2ceca493	MAY 4	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=t60687d64eb6b006abfb3612be032ec6b	JUNE 8	9AM-4:30PM



LICSW PREP 3 HOURS

If you are in need of assistance to pass the exam, please register for the LICSW preparation class in FACES. Classes are held on a monthly basis and it is a great opportunity to feel encouraged, supported and learn with other like-minded individuals! The next scheduled sessions are listed below.

COURSE REGISTRATION LINK	SESSION	COURSE DATE	TIME
https://dcnet.webex.com/dcnet/k2/j.php?MTID=t9e4f32677491cd411551706efa62d852	1	APRIL 13	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=te73ae0351a67523409dcae752f411ad2	2	MAY 20	9AM-4:30PM
https://dcnet.webex.com/dcnet/k2/j.php?MTID=tb73747b07590a7c11aaaa77773859b2a	3	JUNE 23	9AM-4:30PM

ENGAGING BIRTH PARENTS: FROM THE BENCH TO THE BRIDGE

Engagement is the process of the child welfare professional creating an environment of warmth, empathy, and genuineness that enables birth parents to enter into the helping relationship and actively work towards achieving positive behavior change.

As child welfare professionals, we recognize that effective engagement is both an art and a science. This balance opens us up to combine our knowledge, skills, and self-awareness into meaningful and creative approaches to engagement. That being said, case practice is not without its fixed markers including benchmarks. Parent-Child Visits, Parent-Worker Visits, and Case Plan benchmarks are a few related to birth parent engagement. While benchmarks are an important quantitative measure, we want to shift our emphasis to using them as a foundation from which to launch a qualitative process.

In child welfare, meaningful birth parent engagement is the bridge to reaching the desired outcomes of safety, permanency, and well-being that we set forth to achieve as child welfare professionals.

When you fully buy-in to the importance of birth parent engagement, you initiate the development of a bridge to help families get from a place where danger and risk jeopardizes the safety and well-being of their child to their destination marked by enhanced family resilience. Constructing this bridge starts with partnering with parents to get a better understanding of their views of the challenges, strengths, and plans for achieving the behavioral changes needed for reunification.

It's hard work, but it's worth it. You might start off laying bricks down side by side as you teach, model, and coach new behaviors, such as accessing resources to secure basic needs, recognizing and responding to children's physical, emotional, and developmental needs, coping with stressors in healthy and adaptive ways, and taking protective action when necessary.

Over time, you transition to lighting the path, encouraging progress, celebrating successes, and wishing them well on their family's future journey.

ENGAGE



ONLINE TRAINING OPPORTUNITIES



To access the NCTSN courses, login or create a free account.

Go to <https://learn.nctsn.org/> (Access these free offerings on the home page to receive training hours.)

- Keeping Secrets: Family Communication After Trauma
- Understanding the Complex Needs of Commercially Sexually Exploited Children
- Addressing Perpetration of Intimate Partner Violence in Families Affected by Substance Use
- The 12 Core Concepts: An Online Interactive Course (Trauma)p
- Addressing Transition Issues for Young Foster Children

Go to <https://learn.nctsn.org/> (Receive training hours from the listed trainings below.)

- **Child Physical Abuse**
 - Responding to Child Physical Abuse in the Cultural Context of the Family
 - Assessment of Child Physical Abuse 1: Medical Perspectives
 - Assessment of Child Physical Abuse 2: Clinical and Forensic Perspectives
 - Empowering Families Through Evidence-Based Interventions 2: Family and Community Strategies
- **Child Sexual Abuse**
 - Reducing the Risk of Child Sexual Abuse
 - Sibling Sexual Abuse: A Parental and Clinical Perspective
 - Responding to LGBTQ Youth after Sexual Abuse
 - Secondary Traumatic Stress in Professionals Treating Child Sexual Abuse
- **Childhood Traumatic Grief**
 - Traumatic Separation in the Child Welfare and Kinship Systems
 - Traumatic Separation in Children and Adolescents
 - Cultural and Contextual Considerations in the Treatment of Childhood Traumatic Grief
- **Complex Trauma**
 - Real Life Heroes: Rebuilding Attachments for Children with Complex Trauma
 - Complicating Complex Trauma: A Look at Families Who Experience Chronic Trauma
- **Diagnostic Statistical Manual-5**
 - Diagnostic Statistical Manual-5: Developmental Considerations and Clinical Implications for Young Children - Part I
 - Diagnostic Statistical Manual-5: Developmental Considerations and Clinical Implications for Young Children - Part II
 - Diagnostic Statistical Manual-5: Trauma and Stress Related Disorders in Children and Adolescents
- **Secondary Traumatic Stress**
 - Cultural Implications of Secondary Traumatic Stress
 - Organizational Secondary Traumatic Stress
 - Secondary Traumatic Stress ... What is it?
- **Young Children in Foster Care**
 - Optimizing Visitation for Young Traumatized Children and Their Parents/Caregivers
 - Emotional Challenges and Self-care for Those Working with Young Traumatized Children
 - Developmental and Medical Issues for Young Foster Children
 - Cultural Considerations for Young Children in Foster Care
 - Issues of Attachment for Young Traumatized Children and Their Caregivers
 - Who are the Young Children in Foster Care? What Critical Points Must be Kept in Mind when Addressing Their Needs?
 - The Impact of Trauma and the Experience of Young Children in the Child Welfare System