

Staff Development and Network Training Plan 2024-2025

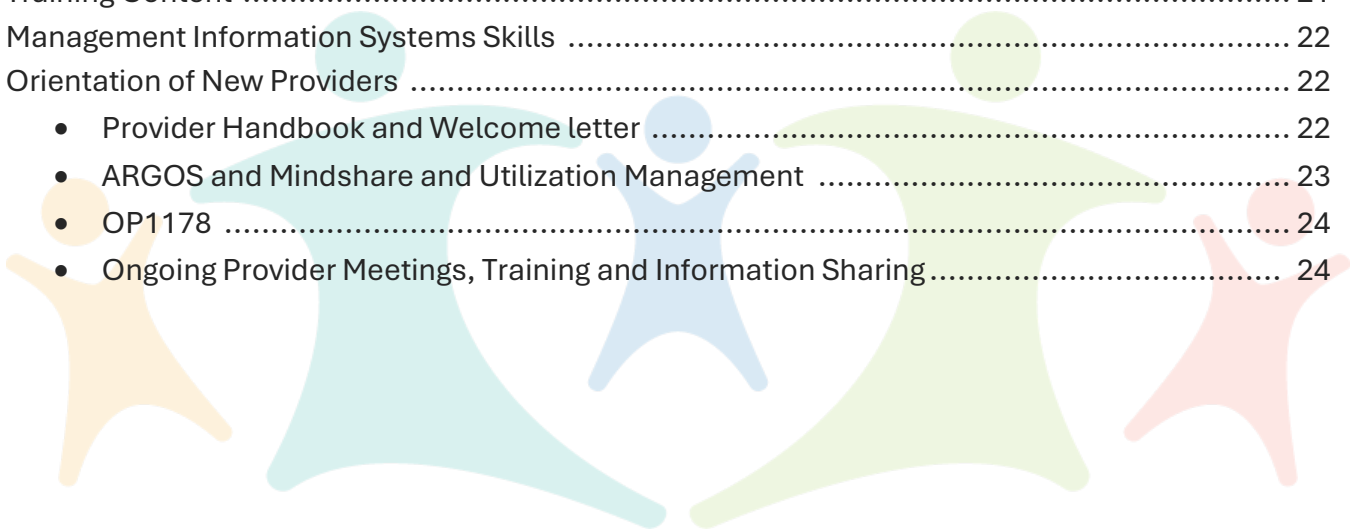


**Family Partnerships
of Central Florida**

Protecting Children, Strengthening Families, Changing Lives.

TABLE OF CONTENTS

Introduction: Training and Supervision	3
Organization of Training and Development Plan	4
Orientation of New Personnel	4
• Introduction and System of Care Training for New Personnel	5
Risk Management Training	7
Supervision	8
Additional Requirements of Supervisors	8
Personnel Development and Training	9
Pre-service Classroom Training	9
• Referrals and Registration for Pre-Service Training	12
• Testing and Waiver Process	13
• Post-test	13
• Training Caseload	14
• Field Training	15
• Ideal First Year Trainings	15
• Child Protection Professional Supervisors	16
• Child Welfare Certification	16
In-service Training: Continuing Professional Development	17
• Wraparound Training	19
• Human Trafficking Certification Training	20
• Mandatory Annual Training for All Employees	20
Out-of-Home Caregiver Training	20
Training Content	21
Management Information Systems Skills	22
Orientation of New Providers	22
• Provider Handbook and Welcome letter	22
• ARGOS and Mindshare and Utilization Management	23
• OP1178	24
• Ongoing Provider Meetings, Training and Information Sharing	24



INTRODUCTION: TRAINING AND SUPERVISION

Family Partnerships of Central Florida (FPOCF) recognizes that a high-quality, effective child welfare workforce requires a comprehensive model of training that focuses on the development of staff at all levels.

Most significantly, FPOCF maintains a training program that supports and promotes a system of care that is:

- Child-focused and family-centered.
- Seamless, cohesive and comprehensive.
- Culturally competent, relevant and respectful.
- Individualized and strength-based in its delivery of services.
- Outcome- and results-accountability oriented within a robust continuum of care.
- Focused on the development of all staff within the system of care.

The philosophical underpinnings of the FPOCF system of care are critical to the practice model, ensuring culturally competent child welfare services. We recognize that a professional development program for staff must address basic child welfare competencies and skills and facilitate a change process reflective of the values outlined above.

In addition to skills development, FPOCF promotes and supports the career goals and complete professional development of each employee. This change process and training focuses both within and outside the agency.

This degree of change involves a process that is gradual, supportive, inclusive, incremental and comprehensive. The agency philosophy and values are integrated into training for all staff, the development of specific training programs advances skills inherent to those values, and supervision and management promote these values and skills within the service delivery system.

The FPOCF staff development and training plan focuses on change that is designed to:

- Provide child welfare competencies to all staff who deliver services or have contact with children and families in the FPOCF system of care.
- Embrace and promote understanding of the community-based care model.
- Promote a child-focused, family-centered, culturally competent system of care.
- Utilize an individualized and strengths-based approach to the delivery of services.
- Promote cooperation, collaboration and open communication among personnel.
- Include an education and training program that provides learning opportunities for skill acquisition, growth and development.
- Encourage creativity and innovation in program development and service delivery.

- Promote an understanding of legal issues, including record confidentiality and mandatory abuse reporting.
- Promote awareness of, and sensitivity to, cultural competency.
- Reward and acknowledge the valuable contributions of all staff.

ORGANIZATION OF TRAINING AND DEVELOPMENT PLAN

The Council on Accreditation’s (COA) standards for training and supervision are the foundation of FPOCF’s staff development and network training plan. As indicated in the COA standard, FPOCF promotes “competence in personnel by providing regular supervision and training relevant to service delivery.”

FPOCF’s plan addresses the following areas, many of which are outlined in the COA standards:

- Orientation of new personnel.
- Risk management training.
- Supervision.
- Additional requirements of supervisors.
- Personnel development and training.
- Out-of-home caregiver training.
- Training content.
- Management information systems skills.
- Orientation of new providers.

ORIENTATION OF NEW PERSONNEL

All newly hired employees enter a 90-day orientation, training and transition plan (FPOCF New Hire Training/Transition Plan – Operating Procedure HR 2222) to determine and identify professional development and training needs, meet all required training opportunities, and enhance their ability to successfully fulfill job responsibilities. Additional professional development opportunities are identified when employees transfer positions or are promoted. All training is documented by human resources within 90 days of a position change.

At the minimum, each newly hired FPOCF employee is required to complete the following trainings within the first 90 days of their employment or as directed by the allotted timeframes established:

- HIPAA Training
- Security Awareness Training
- Universal Disease Precaution Training
- Civil Rights and American Disabilities Act (ADA) Training
- Auxiliary Aids and Service Plan Training, Service Delivery for the Deaf or Hard-of-Hearing

- Standards, Values and Practices (Ethics and Cultural Competence) Training
- New Hire Orientation Training
- FPOCF Introduction and System of Care Training
- Florida Safe Families Network (FSFN) Training (if applicable)
- Family Preservation Training (if applicable)
- The Center for Advancement of Child Welfare Practice (for ongoing professional development trainings online)
- Wraparound Training (if applicable)
- Preventing Sexual Harassment for all Employees
- Preventing Sexual Harassment for Supervisor and Managers

All FPOCF staff are oriented on the first day of hire by their supervisor to the:

- Mission, philosophy, goals and services of the agency.
- Cultural and socioeconomic characteristics of the service population.
- Agency’s relationship and role within the community.
- Human resources operating procedures and FPOCF employee handbook.
- Organizational structure and lines of authority within FPOCF.
- Maintenance and security of case records.

All staff are required to attend quarterly orientation training and meet and greets, which review the training listed above. This ensures a smooth, seamless transition to the FPOCF service delivery model and related philosophy and values.

A complete listing of required training and review of operating procedures is listed on the new employee 90-day checklist completed by the new hire and reviewed by their supervisor.

Introduction and System of Care Training for New Personnel

Within the first 90 days of hire, all FPOCF employees are required to attend the FPOCF Introduction and System of Care Training. This training provides an overview of the FPOCF philosophy, mission and values, as well as:

- An overview of FPOCF’s system of care, including wraparound philosophy and family team conferencing.
- FPOCF’s Performance and Continuous Quality Improvement (PQI) system.
- Mandated reporting.
- Reportable criminal behavior.
- Duty to warn.
- Policies and procedures on confidentiality.

- Proper documentation techniques and maintenance and security of case records.
- Legal rights of people served.
- Sunshine Law overview.
- Fraud, waste and abuse.

New FPOCF employees receive training and support to sustain performance and participate in quality improvement activities. They are introduced to the PQI framework, how PQI functions at the organization, and how PQI is measured and used to evaluate and improve operations, service delivery, outcomes and customer satisfaction.

Special attention is given to the introduction training as the beginning of a change process and orientation to the various roles with the FPOCF system of care.

All applicable FPOCF staff participate in ongoing trainings as deemed necessary by FPOCF for employees' specific job duties to:

- Promote cooperation among personnel.
- Include an educational and training program that provides opportunities for learning and skill enhancement.
- Encourage creativity and innovation in program development and service delivery.
- Promote awareness of, and sensitivity to, cultural competency.
- Reward and acknowledge the contributions of personnel.

Each FPOCF employee also completes 15 hours of ongoing training per year to support their development as described throughout this plan. These annual trainings include:

- HIPAA Training
- Cultural Diversity Training
- Civil Rights and Americans with Disability Act (ADA) Training
- Employee Safety
- Standards, Values and Practices (Ethics and Cultural Competence) Training
- Mandatory Reporting/Confidentiality
- Disaster Awareness Training
- Critical Incident Reporting
- Security Awareness Training
- Harassment Prevention Training
- Health and Safety Training/Universal Disease Precaution
- Whistleblower Protection
- Conflict of Interest
- Insurance Coverage and Driving and Related Requirements
- Employee Grievance
- Inspector General
- Serving Customers Who Are Deaf or Hard of Hearing/Auxiliary Aids and Service Plan

RISK MANAGEMENT TRAINING

FPOCF maintains a commitment to “train program personnel in risk management strategies to protect themselves, persons served and the organization,” following a detailed risk management plan. All staff are provided with and trained in operating procedures, applicable laws and organizational responsibilities.

Risk management training is incorporated into the new employee orientation and introduction and system of care trainings and includes:

- Techniques for de-escalating conflict.
- Personnel safety measures.
- Management of aggressive or out-of-control behavior.
- Protocols for notifying family members, legal guardians or other contacts in case of emergencies.
- Health-related topics as outlined in COA standards.

FPOCF works in collaboration with The Center for Advancement of Child Welfare Practices to offer on-line training to meet the requirements of the COA standards. In addition to these resources, FPOCF has access to a wide variety of on-line training options to meet both initial and ongoing training requirements and for staff professional development.

FPOCF established two review levels for current risk management issues and concerns, including review of FPOCF Critical Incident Reporting OP 1144 and Exit Interviews OP 1061.

Per criteria established in OP 1144, all personnel within and outside FPOCF are required to notify leadership of any critical incidents that pose a threat of harm or injury to children and families served in written format. In some instances, verbal notification is required immediately.

The exit interview operating procedure outlines the requirements and process for completing interviews with children placed in licensed out-of-home care. These critical incidents are tracked and reviewed by the risk management committee (Level 1) to identify trends and training needs and establish solutions for resolution. The committee then reviews the exit interviews. Committee members also meet monthly and as needed upon emergency request. Trends, training needs and recommendations are forwarded for review by the compliance committee (Level 2) as warranted or at a minimum quarterly.

The compliance committee meets the immediate needs of critical incidents that occur with children and families under FPOCF’s supervision. Critical incidents are detailed within OP 1144. The compliance committee reviews risk and develops strategies to mitigate risk in response to specific critical incidents and trends.

SUPERVISION

All supervisory staff within the FPOCF network are responsible for the quality of work performed by each staff member within their area. FPOCF's personnel supervision is tailored to the system of care and includes individual supervision of each employee.

Supervisory conferences at every level occur at regular intervals. This supervision evaluates:

- Employee performance based on job descriptions and standards.
- Training and transition plan.
- Training needs as determined by the supervisor and employee.

During supervisory meetings, employee performance is discussed. Supervision sessions utilize a coaching and mentoring approach and can be conducted face-to-face, virtually or via phone. This frequent feedback helps address areas of strength and deficiencies to proactively address challenges.

In addition to consistent evaluation of employee performance, each supervisor discusses the new employee's training or transition plan (if moving to a different position) for successful completion. At the initial supervisory conference, the supervisor explores the goals of the employee, and during the employee's first 90 days, the employee and supervisor meet on a regular basis. As an agency, FPOCF supports the professional development of each employee and commits to assisting each employee in preparing for their next step in development.

Based on the information discussed during the 90-day reviews and monthly supervisory meetings, the supervisor collaboratively discusses training needs with the employee. These needs address deficiencies in performance or support the employee's development. With this information, in conjunction with needs identified through surveys and/or evaluations and reviews completed as part of the quality assurance/quality improvement plan, training is developed and scheduled to support the needs of the system.

Each supervisor is given the opportunity to conduct these conferences, which are supported at every level within FPOCF, starting with executive leadership. It's critical to the health and culture of the agency.

ADDITIONAL REQUIREMENTS OF SUPERVISORS

Supervisors receive coaching and mentoring to help them effectively manage and support personnel. This ongoing practice increases supervisor competencies and assists in effective personnel appraisals and performance evaluations. FPOCF provides ongoing opportunities for supervisors to increase their knowledge, skills and abilities. Child welfare supervisors must also enroll in certification within 12 months of entering their positions.

PERSONNEL DEVELOPMENT AND TRAINING

FPOCF’s training and development strategy prepares each employee for the next step in their personal development. Individualized professional development, training goals and opportunities are part of ongoing supervision between employee and supervisor. FPOCF and provider network leadership works with staff to identify development goals and encourage attendance at training prior to being selected for movement or advancement. Staff are encouraged to train for the “job you want” instead of the “job you have.”

FPOCF and the provider network prepare staff for promotional opportunities, increasing the pool of qualified candidates who can fill unexpected vacancies and meet the needs of succession planning. This ensures personnel are appropriately trained to assume their responsibilities, while enhancing their knowledge, skills and abilities.

PRE-SERVICE CLASSROOM TRAINING

(Funding Source: CBC Title IV E Training)

FPOCF is committed to the delivery of a high-quality, effective training program that supports ongoing child welfare professional development. The FPOCF training department provides a variety of training programs essential to the certification process and the development of basic core competencies of child welfare staff.

For positions requiring child welfare certification, employees complete a comprehensive child welfare training program within 12 months of their employment start date through the Florida Certification Board (FCB). New employees are in “trainee” status until becoming certified under the child welfare certification standards adopted by the FCB. The trainee is required to meet the FCB certification standards within 12 months of employment. If the child welfare training is not accessible to accommodate the 12-month period, FPOCF or the case management agency will note this in the employee’s personnel file.

The academic component of the child welfare certification is provided by FPOCF and case management agencies and provides instruction on how to:

- Establish rapport and responsive behaviors with the people they serve.
- Identify the needs of clients in crisis, including the special service needs of victims of violence, abuse or neglect.
- Recognize and respond to signs of suicide risk.
- Meet basic health and medical needs of the service population.
- Understand procedures for working with foreign language speakers and people with communication impairments.
- Link people served to public assistance and government subsidies.

- Provide interventions that address cultural and socioeconomic factors in service delivery.
- Understand the role cultural identity plays in motivating human behavior, bias and discrimination.
- Understand the needs of special populations and how to access resources.
- Identify the impact of the socioeconomic environment on children and families served.
- Empower families to advocate on their own behalf.
- Learn techniques to de-escalate conflict.
- Cope with aggressive or out-of-control behaviors.

The child welfare certification curriculum is comprehensive and includes all essential elements relevant to the practice of child protection. It runs concurrently within a 12-month period.

Pre-service training is delivered within the first 90 days of employment for child welfare professionals and licensing staff, although timeframes may fluctuate due to holidays and other training commitments during a training cycle. The pre-service training curriculum consists of classroom instruction, FSFN training lab sessions, shadowing and guided field activities.

The Department of Children and Families (DCF) approves the child protection/pre-service classroom training curriculum, which is divided into CORE sections offering 10 informational modules, five communication labs and specialized tracks for case managers that include nine informational modules and two communications labs. There is also a minimum of six days of shadowing experienced workers in the field and three FSFN lab sessions.

Field guide activities that address major child welfare training components are also included. FPOCF ensures the activities are supervised and reviewed by certified child welfare professionals. In the field, the trainee is shadowed and mentored by experienced certified staff.

Classroom Topic	Number of Days	Track
Orientation	0.5	CORE
Child Welfare System	0.5	CORE
Florida’s Child Welfare Practice	0.5	CORE
Child Development	1	CORE
Trauma and the Child	1	CORE
Lab 1: Foundations for Interviewing	1	CORE
Lab 2: Exploring Skills	1	CORE
Family Conditions	1.5	CORE
Lab 3: Focusing Skills	1	CORE
Understanding Child Maltreatment	6	CORE
Lab 4: Child Interviewing	2	CORE
Assessing and Analyzing Family Functioning	1	CORE
Lab 5: Interviews: Maltreatment Surrounding	1	CORE

Circumstances and Family Functioning		
Safety and Risk	2	CORE
Safety Planning	1	CORE
Readiness Assessment	1	CORE
Introduction to Case Management	.5	Specialty
Case Transfer	.5	Specialty
Case Managers Responsibility for Safety Management	1	Specialty
Court Proceedings and Staffings	.75	Specialty
Lab 1: Court Room Testimony	.5	Specialty
Out-of-Home Care	1.5	Specialty
Family Engagement		
• Preparation and Introduction	.5	Specialty
• Exploration	2.5	Specialty
• Case Plan	1	Specialty
Evaluating Family Progress	1	Specialty
Putting It All Together	1	Specialty
Orientation of Programs	1	Post-test Training
Inspector General Training	1 hour	Post-test Training
Wraparound 101 Training	2	Post-test Training
Extended Foster Care and IL presentation	1	Post-test Training
Policy and Internal Forms Training – Sexual Safety Plans, Missing Children and Critical Incident Reporting	0.5	Post-test Training

*Please note that DCF is currently in the process of revising the approved pre-service curriculum. Implementation is expected during FY 2024-2025. As a result, there will likely be changes regarding the timing of the exam and requirements to earn provisional certification.

In addition to the current pre-service curriculum, FPOCF includes supplemental training that reflects the lead agency’s philosophy and system of care. The FPOCF Orientation of Programs Training is provided post-test and covers:

- System of care mission, philosophy, goals and services.
- Network operations and functioning.
- Network policies and procedures, including accessing procedures.
- Network billing practices.
- Utilization management.
- Conflict of interest policies and ethical expectations.
- Provider’s role in the network’s PQI process.

The pre-service post-test training includes training on out-of-home care procedures, wraparound, court processes and other program areas to enhance knowledge, skills and abilities while working within the community and FPCOF’s system of care.

Any missed training classes, modules or material must be completed by the trainee before he or she is considered to have successfully completing pre-service training.

A pre-service trainee may be assigned as a “secondary” worker (case manager or licensing specialist) in the FSFN system for a maximum of two active cases during his or her pre-service training. This is for the sole purpose of performing and practicing newly learned skills while accompanied and supervised by a certified child protection professional. Although assigned as a “secondary” worker, the trainee shall not in any way bear ultimate responsibility for any aspect of the case. Every piece of casework completed by the trainee is reviewed and approved by either the primary worker on the case, the supervisor of the primary worker on the case, or another certified child protection professional, prior to the piece of casework being included and saved in the active case file and FSFN case record.

During pre-service training (classroom attendance):

- The trainee does not assume responsibility for cases until training and testing is successfully completed. The trainee may assist with cases as part of the field activities only under the direct guidance of the designated field trainer, lead worker or the trainee’s supervisor.
- All reports and/or recommendations are reviewed and approved by either the supervisor or the designated lead worker.
- All progress notes written by the trainee to be included in a case file require supervisory approval.
- The trainee does not conduct court or public appearances and will not make recommendations or submit reports without the written approval of his or her direct supervisor or the agency director overseeing the program. This also includes appearances at FPOCF system of care and community hosted meetings.
- The trainee is not assigned on-call responsibilities until successfully completing pre-service training, which includes passing the written assessment test as administered through the selected vendor for the statewide training system for child protection staff.
- Staff are required to fully participate in no less than 90% of a scheduled training time — no more than 10 minutes of a one-hour training may be missed — to successfully complete and receive credit for that training topic.
- All of the training must be completed. Attendance and professional behavior are evaluated and reported to each trainee’s supervisor as part of the assessment of trainee performance.

Referrals and Registration for Pre-Service Training

All referrals for training are submitted to the quality assurance and training department.

On the first day of training, trainees learn the expectations of the pre-service training, how training will be delivered, and what participation and assessment mean. These expectations are outlined in the pre-service working agreement signed by the trainee and supervisor on the

first day of training. Feedback forms on the trainee’s participation in the classroom, FSFN lab sessions and other mandatory requirements are regularly emailed to the trainee’s supervisor.

Training cycles are scheduled to accommodate hiring new staff in relation to the start of training class. New staff hired into positions requiring certification are not permitted to carry a caseload or assume primary responsibility of any cases until a decision regarding entry into the waiver process or attendance at pre-service training has been determined.

Testing and Waiver Process

Waiver tests are provided in compliance with the guidelines stated in the Florida Administrative Code (FAC 65C-33). Based on the individual’s knowledge, skills, abilities and previous certification and/or training in child welfare/protection, the trainee may be approved to ‘waive’ the pre-service training by completing a waiver test and scoring 78% or above (no re-takes and/or second attempts at a waiver test are permitted for any reason). After achieving that score, these individuals will be able to assume all job responsibilities and must be allowed the same caseload protection (listed below) as an individual completing the pre-service training and post-test. These individuals are evaluated on a case-by-case basis and must have current child welfare or child protection job experience before being considered.

The employing agency must notify the FPOCF trainer and request a waiver test. Exams are scheduled after the employer has verified the employee meets the FCB required training requirements:

- Option 1: Submit employer documentation verifying completion of an employer-sponsored training program that meets the core competencies. Employers are responsible for 1). assuring that adequate training was completed and 2). maintaining documentation of completed training.
- Option 2: Submit employer documentation verifying completion of 1). pre-employment training or 2). a combination of pre-employment training and employer training that meets the core competencies. Employers are responsible for 1). assuring that adequate training was completed and 2). maintaining documentation of completed training.

If a waiver is approved, the test will be scheduled within five business days of the approval. If an individual receives a score below 78%, they are required to attend pre-service classroom training in its entirety.

Post-test

A trainee must achieve the minimum established passing score or higher on the post-test to progress to FCB provisional certification. The minimum passing score, 78% or higher, was established by DCF.

Any trainee who scores below 78% on the first post-test attempt may re-take the test no later than 15 business days following the initial post-test date, except under extraordinary circumstances accommodated by the training entity. The FCB limits the number of times an applicant may take the online exam to three and requires the paperwork and payment to be submitted a minimum of three days in advance to re-take the exam.

If a trainee fails the post-test three times, the agency may have the employee retake the test, retake the complete pre-service training or remove the employee from the position no later than 10 business days after receiving the post-test results. If retaking the pre-service training, the trainee will remain in trainee status.

Prior to a trainee successfully completing the waiver test/waiver process or the pre-service post-test, the individual is considered on “trainee status” and will not:

- Carry a caseload.
- Be assigned responsibility for any cases.
- Conduct any unaccompanied or unsupervised home visits.
- Perform any unsupervised home studies or interviews of children or adults.
- Be responsible for any assessment of risk.
- Otherwise have primary responsibility for any investigation, child, family or case.

Training Caseload

After successfully completing either the waiver test/process or the pre-service training requirements and post-test, the employee will submit a request for FCB provisional certification, which is awarded after the exam is passed.

During this provisional certification period, the employee must document a minimum of 1,040 hours of experience in a child welfare direct services position (approximately six months of full-time employment) and supervision. Each case manager and licensing specialist will be granted caseload protection for 60 calendar days, during which a reduced training caseload will be provided.

Case Managers: The protected training caseload is in effect for the first 60 calendar days following the waiver test/process or post-test.

- First 30 calendar days: the training caseload should be limited to no more than five open, active cases and should not exceed 10 children at any time during those days.
- Second 30 calendar days: the training caseload will be increased to no more than an additional seven open, active cases, with no limit on the number of children during this period.

After the 60-calendar day period of caseload protection, the caseload may be increased gradually over time, based on the ongoing assessment of the individual’s developing

knowledge, skills, abilities and priorities by the supervisor and other designated certified individuals within the employing agency.

Licensing Specialists: The protected training caseload is in effect for the first 60 calendar days following the waiver test/process or post-test.

- First 30 calendar days: the training caseload is limited to no more than three open, active home studies at any time. The number of licensed foster homes on the training caseload shall not exceed five at any time.
- Second 30 calendar days: the training caseload will be increased to no more than an additional three open, active home studies at any time. The number of licensed foster homes on the training caseload shall not exceed 20 at any time.

After the 60-calendar day period of caseload protection, the caseload may be increased gradually over time, based on the ongoing assessment of the individual’s developing knowledge, skills, abilities and priorities by the supervisor and other designated certified individuals within the employing agency.

Field Training Segment

During provisional certification, the trainee transitions from the classroom to field experience. This step:

- Occurs after the trainee has passed the post-test and is field based, including review and analysis of job performance and coaching from respective supervisors.
- Includes the required training, supervision and experience hours outlined by the FCB.

The training team collaborates with Family Allies, CARES, One Hope United, Camelot, Gulf Coast and FPOCF licensing supervisors and lead workers to ensure trainees receive appropriate field training and observations. This includes accompanying trainees to complete home visits, commencement of cases, court appearances and other field activities. The team and trainees identify ‘needs’ to enhance development that increases competency.

Following field training activities, the mentor verbally ‘consults’ with the trainee on the strengths and needs observed during the field activity. The FPOCF training team facilitates group supervision at least monthly to provide a cross-program opportunity to analyze best practices in case work. The training team may provide additional opportunities for individual supervision as needed.

Ideal First Year Trainings

In addition to field training and group and individual supervision activities, new employees who have graduated from pre-service training may attend several “ideal first-year trainings” to boost their knowledge, skills and competencies. These include:

- Human Trafficking Certification
- Conditions For Return
- Motivating and Assessing Behavioral Change
- Mental Health First Aid
- Difficult Discussions Training

Child Protection Professional Supervisors

Family Allies, Gulf Coast, One Hope United, Camelot and CARES staff and FPOCF licensing specialists who are responsible for direct supervision of employees who care for children and families must have child welfare certification. As of July 2022, the FCB, in collaboration with Strong Foundations, established a separate certification process for child welfare supervisors. They must enroll to become certified within 12 months of entering a supervisor position.

Child Welfare Certification

The FCB is the agency responsible for administering the credentialing program that evaluates each applicant's competency and credentials professionals who meet the specified minimum standards. Its certification process identifies and defines the core functions, responsibilities, knowledge and skill areas required of child welfare professionals.

The purpose of the child welfare certification process is to:

1. Guarantee that a minimum level of competency is attained by all child welfare professionals so they may provide quality services to the public.
2. Give professional recognition to qualified child welfare professionals through a process that examines demonstrated work competencies.
3. Require ongoing professional development for child welfare professionals.
4. Promote professional and ethical practice by enforcing adherence to a code of ethics.

Family Allies, CARES, One Hope United, Camelot, Gulf Coast and FPOCF licensing specialists who direct care for children and families are responsible for becoming certified as a:

- Child Welfare Case Manager (CWCM)
- Child Welfare Licensing Counselor (CWLC)

After completing the training requirements stated in this plan, the employee is granted FCB's Child Welfare Provisional Certification. The employee may hold provisional certification for a maximum 12-month period.

During this time, the employee completes field, individual and group supervision requirements. Once these are completed, the employee applies for FCB's Child Welfare Certification. Full certification is valid for a maximum 24-month period. The employee is

required to complete annual continuing education requirements as stipulated by the FCB and renew their credentials bi-annually.

FPOCF complies with industry standards regarding ethics violations when identified appropriate reports are made to the FCB and Office of Inspector General, which may impact certification.

IN-SERVICE TRAINING

(Funding Source: Title IV E Training Dollars – Continuing Professional Development)

FPOCF supports continuing professional development for all personnel:

- This includes opportunities for ongoing professional development through workshops, conferences, online training and in-service training courses offered and approved by FPOCF staff. This training assists direct and non-direct care staff in meeting their minimum annual continuing education hours.
- All FPOCF staff are required to submit quarterly training logs, which include agendas and certificates of completion, electronically via the My FL Learning platform for use in their personnel record. Each supervisor, manager or director is responsible for ensuring their staff obtain appropriate training and have the required 15 training hours per the staff’s hire date.
- FPOCF maintains and tracks documentation for all training delivered and/or sponsored by FPOCF, including:
 - Maintain and regularly update a training database that ensures an accurate account of training provided.
 - Maintain all training attendance sheets with the following documentation:
 - Training date
 - Number of hours
 - Location
 - Trainer(s) names and credentials
 - Location of training
 - Training agenda
- On a quarterly basis, FPOCF utilizes the above listed information to submit a quarterly training report to DCF containing information about training category, length of training, audience and attendees.

FPOCF also delivers in-service training to system care providers and partners for advanced skill-based training, focusing on such topics as conditions for return, difficult discussions, case planning, substance abuse and domestic violence. Other opportunities for in-service

training include labs on family assessment, FSFN updates and quality case management skills and are made available throughout the year as needs are identified.

In-service training courses are developed based on ongoing needs assessments, including changes in law and policy, quality assurance reviews, and other performance measures in partnership with FPOCF system of care providers. FPOCF facilitates network staff attendance at training to build the knowledge and skills needed to address cultural differences within the service population, such as recognizing bias and needs of the LGBTQ community.

The FPOCF training division collaborates with partner agencies and community resources to develop training opportunities for the specific service populations. It also assists in providing training on determining client eligibility for federal funding as needed.

For FY 2024-2025, the following in-service trainings are planned (subject to change, based upon trainer and audience availability):

- 
- | | |
|---|---|
| Auxiliary Systems | Family First Prevention Services Act |
| Boot Camp Basics | Florida Coalition for Children Summit |
| Building Stronger Relationships | FPOCF System of Care Overview and Meet and Greet |
| Car Seat Training | Fraud, Waste, Abuse |
| Child Welfare Supervisor Certification | General Compliance |
| Code of Conduct | HIPAA |
| Community/Provider Resource Fair | Human Trafficking 101 and 201 |
| Comprehensive Placement Assessments and Level of Care | Human Trafficking/Commercial and Sexually Exploited Children Quarterly Booster Sessions |
| Conditions for Return Refresher | Independent Living Training |
| Confidentiality of Child Welfare Records | In-home Safety Planning |
| Conflict of Interest Procedures | Inspector General and Falsification Prevention |
| CPR/First Aid | Insurance Coverage and Driving & Related Requirements |
| Critical Incident Reporting | Learning Circles or Case Manager Labs |
| Cultural Diversity | Levels of Licensure: The Process of Licensing Relatives and Fictive Kin |
| DCF Child Protection Summit | LGBTQ Training |
| De-escalation Skills | Making Connections: The Importance of Parent Engagement |
| Difficult Discussions Training | Mandated Reporting |
| Disaster Awareness and Response | Mindshare Training |
| Emergent Topics | Motivating & Assessing Behavioral Change |
| Employee Grievance | National Training and Development |
| Employee Safety | |
| Engagement Training Series: | |
| • Part One: Put a Ring on It (FFA-O) | |
| • Part Two: Walking Down the Aisle (Progress Update) | |
| • Part Three: Vow Renewal or Divorce (Permanency) | |

- Curriculum Foster Parent Pre-Service Training
- NCFIE Wraparound Training/Conference
- Parent Location, Family Finding Skills and Affidavit of Diligent Search
- Parenting with Love and Limits
- Parents as Teachers Train the Trainer Pre-Service
- Psychotropic Medications Refreshers
- Quality Documentation/Home Visits/Parent Contact Training and ADS
- Safety Plan Monitoring and Modifying Security Awareness
- Serving the Deaf or Hard of Hearing
- Situational Awareness
- Stress Reduction/Self-care
- Strong Outcomes Safety
- Substance Exposed Newborn Series
 - Drugs: Impacts, Effects, Behaviors and Screening

- Engaging Clients around SA and MH
- Family Dynamics Associated with SA
- Supervisory Management Training Series
- Tips for Court
- Trust Based Relational Intervention (TBRI)
- Trust Based Relational Intervention (TBRI) Practitioner Training
- Universal Disease Precautions
- Welle for Case Management Safety and De-escalation Skills
- Welle for Foster Parents and De-escalation Skills
- Whistleblower Protection
- Worker Safety
- Wraparound 101 Training
- Youth Mental Health First Aid

To evaluate the effectiveness of in-service training, the FPOCF training team solicits feedback from participants through an online electronic survey. Additionally, two other training components are offered as part of FPOCF’s training array: Wraparound and Human Trafficking Certification.

Wraparound Training

This training is designed to introduce and enhance strength-based planning and family engagement strategies. The training establishes a knowledge base and foundation of understanding of the wraparound practice principles and equips staff with the necessary skill set and knowledge to enhance the care planning process with youth and families. The training orients participants to the values, principles, outcomes and benefits of the wraparound model of care and increases competencies in the care planning and wraparound process to safely divert children from entry into the system and maintain children in the community. The training provides strategies for inclusion of natural and community supports in the care planning process, designing strength-based and needs-driven plans, providing direct practical application and case studies, and generating enthusiasm and interest in the wraparound model of care.

Human Trafficking Certification Training

This training utilizes an approved curriculum designed to teach basic knowledge, policies and skills when working with children in the child welfare system who have been victims of human trafficking. The training also teaches staff how to administer a screening tool for children who are suspected of being victims. Attendees are expected to maintain quarterly training to retain their certification.

Mandatory Annual Trainings for All Employees

First Quarter: July – September

- Whistleblower Protection (0.5 hours)
- Conflict of Interest Procedure (0.25 hours)
- Insurance Coverage and Driving and Related Requirements (0.25 hours)
- Employee Grievance (0.25 hours)
- Inspector General (1 hour)
- **Total: 2.25 Hours**

Second Quarter: October – December

- Employee Safety (0.5 hours)
- **Total: .5 hours**

Third Quarter: January – March

- Mandated Reporting (1 hour)
- Confidentiality (0.25 hours)
- **Total: 1.25 hours**

Fourth Quarter: April – June

- Disaster Awareness (0.5 hours)
- Critical Incident Reporting (1 hour)
- **Total: 1.5 hours**

On-Line Trainings

- Cultural Diversity (Insperity)
- Bridging the Diversity Gap (Insperity)
- Your Role in the Workplace (Insperity)
- Universal Disease Precaution-Infectious Disease (DCF)
- HIPAA-DCF Annual Updates (DCF)

OUT-OF-HOME CAREGIVER TRAINING

(Funding Source: CBC Training Foster and Adoptive Parent Dollars)

Foster parents Level 2-5 are trained under the DCF approved National Training and Development Curriculum (NTDC). They also receive ongoing training opportunities through the FPOCF monthly foster parent support group meetings and throughout the year. Classes are added to the training schedule as needed to expedite foster parent training and better accommodate prospective foster parent needs.

The NTDC is organized into eight in-person and virtual sessions totaling 24 hours. FPOCF requires participation and attendance at these training classes. The NTDC is funded through a five-year cooperative agreement with the Department of Health and Human Services,

Administration for Children and Families and the Children’s Bureau. This cooperative agreement was led by Spaulding for Children in close partnership with other agencies. The NTDC has undergone a rigorous evaluation in seven pilot sites (which include states and counties and one tribal nation) and four private agencies that work with families who adopt privately domestically or via the intercountry process.

Becoming a trained medical foster home is an option available through Children’s Medical Services (CMS). FPOCF works in partnership with CMS to recruit and identify foster homes for medically complex children. FPOCF also works with CMS to monitor, support and provide services as needed (from both a licensing and clinical standpoint) to assist in maintaining medically complex children in the least restrictive and most nurturing environment available.

In addition to the NTDC trainings, foster parents are required to attend Welle training, psychotropic medication training and human trafficking training. Level 2 enhanced foster parents are required to attend CORE Teen training or TBRI to serve as an enhanced foster home.

FPOCF also requires that all levels of licensed foster parents be certified in CPR and basic first aid and maintain certification while licensed.

Level 1 prospective out-of-home caregivers must complete the DCF two-hour online training Caring for Children: The Child Welfare System, Expectations and Responsibilities of Caregivers, which discusses the impact of childhood trauma, how to manage children’s behavior, first aid and medication administration.

TRAINING CONTENT

FPOCF provides training content that ensures all personnel are prepared to fulfill their job responsibilities through a mixture of modalities that promote learning across the spectrum of training styles, including self-study opportunities, self-paced webinars, live group trainings and live instructor-led virtual training. During these trainings, various methods are used, including role plays, small group discussion, large group discussion, games and quizzes, to provide direct learning opportunities.

The FPOCF training team provides supplemental materials — tip sheets, examples, resource cards — to support classroom learning. Training topics include de-escalation, safety, accessing community resources and financial assistance, understanding special needs, establishing rapport, and the impact of trauma, as well as those previously outlined in the pre-service and in-service categories. All personnel receive training in maintaining the security of records, proper documentation techniques and the legal rights of service recipients.

MANAGEMENT INFORMATION SYSTEMS SKILLS

FPOCF ensures that all staff and subcontracted providers are trained in state of Florida-required data systems. The staff training needs are assessed based on the functions of their position and their proficiency in applications related to their functions.

FPOCF's information technology department provides data management and integration services to manage and maintain state of Florida-required systems. This training ensures that revenue maximization staff have the required data system skills and care managers and supervisors have the required FSFN skills. Newly hired employees of case management agencies and DCF's child protective investigations unit receive FSFN training as part of their initial child welfare pre-service training; however, FPOCF assesses staff and the provider network for their consistent proficiency in all systems. In instances where there are deficiencies, staff with expertise in these systems provide technical assistance. Training is scheduled for FPOCF staff as needed.

In addition to training on specific applications, FPOCF addresses the security and process requirements that every user in the system needs to know to ensure compliance with HIPAA. Each user of the state data systems signs the required security agreement forms and completes security awareness and HIPPA trainings and adheres to HIPAA standards regarding protected health information.

ORIENTATION OF NEW PROVIDERS

FPOCF recognizes service providers as key partners who are critical to its success in strengthening families and improving the lives of vulnerable children in Brevard, Orange, Osceola and Seminole counties.

To ensure the safety, security and well-being of every child, FPOCF strives to develop a continuum of child welfare services to address prevention, intervention and treatment of child abuse and neglect. This means FPOCF is committed to an orientation and training program designed to support the growth of service providers and their ability to execute FPOCF's mission and vision.

Provider Handbook and Welcome Letter

After a contract with FPOCF has been signed, providers receive a welcome letter from the CEO and a provider network handbook, which introduces FPOCF's mission, vision and values and provides:

- Key positions and contacts.
- Helpful acronyms.

- An outline of FPOCF partners and stakeholders.
- Procedures for prioritization of family team conferences and the automated service referral system (PSAM).
- Information on standard FPOCF procedures, such as mandated child abuse and neglect reporting, and critical incident reporting and damage claiming for damages caused by foster children.
- An outline of FPOCF's financial functions, such as board rate determination, clothing vouchers and the process for provider payment.
- Information about medical services, court processes, performance quality improvement, communication, appeal process and training.

ARGOS and Mindshare Utilization Management Systems

After enrolling, providers receive an opportunity for one-on-one technical assistance with the utilization management (UM) program manager to be trained in the online service referral system. This provides a web-based, automated referral and UM system to streamline the service referral process, monitor service delivery and utilization, and standardize the invoicing process.

General Description of Process Flow

- The dependency care manager submits a request for services.
- The clinical services coordinator reviews the request and approves it, holds it, requests more information or denies it. If the request is not approved, a reason is given, such as more information was needed or denied based on clinical appropriateness.
- When the request is approved, an automatic email notification goes to the provider informing them they have a new service authorization.
- The provider assigns a worker to the case and contacts the client.
- The provider documents all meetings and enters progress notes on a weekly basis in the UM system.
- The provider ensures units used are correct by approving the units and notes.
- The provider generates an invoice in the system for the previous month and submits it to FPOCF by the 10th of every month.
- The UM program manager reviews the invoices for accuracy, ensures progress notes are being submitted and then submits the invoice to finance for payment.
- When an authorization is set to expire and the provider recommends the client could benefit from additional services, the provider requests a service extension at least two weeks before the current authorization is set to expire.
- The clinical services coordinator addresses the reauthorization request as described above.

OP1178

Applicable providers are taught to reference OP1178, which established the method by which FPOCF supports Sunshine Health's efforts to manage their respective provider networks.

Ongoing Provider Meetings, Trainings and Information Sharing

Provider meetings are held routinely to share changes in the system of care, identify strengths and barriers to serving children and families, provide training as needed, and share best practices. The out-of-home care, behavioral health and contracts team coordinate these meetings.

REVIEWED BY: Philip J. Scarpelli, PRESIDENT and CEO

Signature  Date 9/4/2024



901 North Lake Destiny Road, Suite 400, Maitland, FL 32751 (321-441-2060) | 389 Commerce Parkway, Suite 120, Rockledge, FL 32955 (321-752-4650) | www.FPOCF.org