



**Brevard Family Partnership
Staff Development and Network Training Plan 2023-2024**

TABLE OF CONTENTS

• Introduction.....	3
• Organization of Training plan.....	4
• Orientation of New Personnel.....	5
• Risk Management Training.....	6
• Supervision.....	7
• Additional Requirements of Supervisors.....	7
• Personnel Development and Training.....	8
○ Pre-service for Certified Child Welfare Professionals.....	8
▪ Classroom.....	9
▪ Field Training.....	13
▪ Certification.....	14
▪ First Year.....	14
○ Continuing Professional Development (In-Service Training)	15
○ Mandatory Annual trainings.....	17
• Out of Home Caregiver Training.....	18
• Training Content.....	18
• Management Information Systems Skills.....	19
• Orientation of New Providers.....	19
○ Provider Handbook/ Welcome letter.....	19
○ Mindshare/ Utilization Management.....	20
○ OP1178.....	20
○ Ongoing Provider Meetings, Trainings, and Information Sharing.....	20

INTRODUCTION TRAINING AND SUPERVISION

Brevard Family Partnership recognizes that building a high-quality effective child welfare workforce requires a comprehensive system of training and development that embraces community-based care and focuses on the development of staff at all levels. Most significantly, BFP maintains a training program that concretely 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 the delivery of services.
- Outcome and results accountability oriented within a robust continuum of care and
- Focused on the development of all staff within the system of care.

These philosophical underpinnings of the BFP system of care are deemed critical to the practice model. BFP provides child-focused, family-centered, and culturally competent child welfare services and recognizes that a staff professional development program must not only address basic child welfare competencies and skills, yet also facilitates a change process reflective of the values outlined above. In addition to skill development, BFP promotes an environment that supports the career goals and complete development of each employee at every level. 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 that promote these values and skills within the service delivery system.

The BFP Internal Staff Development and Training Plan centers on change and as such, is designed to:

- Provide child welfare competencies to all staff who deliver services or have contact with children and families in the BFP system of care.
- Embrace the community- based care model.
- Help promote understanding of 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 amongst personnel.
- Include an education and training program that provides opportunities for learning and 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 and
- Reward and acknowledge the valuable contributions of all staff.

ORGANIZATION OF THE STAFF TRAINING AND DEVELOPMENT PLAN

The Council on Accreditation (COA) standards for Training and Supervision are the foundation for BFP Staff Development and Network Training Plan. As indicated in the COA standard, BFP promotes “competence in personnel by providing regular supervision and training relevant to service delivery.”

The BFP Staff Development and Network Training 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 within BFP Family of Agencies (FOA) enter a 90-day Orientation, Training and Transition Plan (BFP New Hire Training/Transition Plan – Operating Procedure HR 2222) to determine and identify professional development needs, meet all required training opportunities and identify training needs to enhance their ability to successfully meet job responsibilities. Additional professional development opportunities are identified when employees transfer positions or promote into supervisory roles. These additional trainings are documented collected by Human Resources within 90 days of position change.

At the minimum, each newly hired BFP 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
- BFP 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 BFP staff are oriented upon the first day of hire by their Supervisor to:

- The mission, philosophy, goals, and services of the agency
- The cultural and socioeconomic characteristics of the service population.
- The agency’s relationship and role within the community.
- The Human Resources operating procedures and the BFP Employee Handbook.
- The organizational structure and lines of authority within BFP

- The maintenance and security of case records

All staff are required to attend quarterly Orientation Training that reviews the above-listed items in detail. This ensures a smooth seamless transition to the BFP 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.

BFP Introduction and System of Care Training of New BFP FOA Personnel

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

- BFP System of Care overview, to include Wraparound philosophy overview and Family Team Conferencing.
- BFP's Performance and Continuous Quality Improvement system.
- Mandated reporting.
- Reportable criminal behavior.
- Duty to warn.
- Policies and procedures on confidentiality.
- Proper documentation techniques and the maintenance and security of case records.
- Legal rights of persons served.
- Sunshine Law overview.
- Fraud, waste, and abuse.

BFP new staff receive training and support that increases their capacity to participate in, conduct, and sustain performance and quality improvement activities. New staff are introduced to the PQI framework, how PQI functions at the organization, and forms and measures the organization uses to study 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 Brevard System of Care.

All applicable BFP staff participate in ongoing trainings as deemed necessary by the BFP 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. promotes awareness of, and sensitivity to, cultural competency and
- Reward and acknowledge the contributions of personnel.

Each BFP employee also completes 15 hours of ongoing training per year to support their ongoing development as described throughout this plan.

Each BFP employee also participates in annual training. These trainings include:

- HIPAA Training
- Cultural Diversity Training
- Civil Rights and ADA Training
- Employee Safety
- Standards, Values and Practices (Ethics & 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

BFP maintains a commitment to “train program personnel in risk management strategies to protect themselves, persons served, and the organization.” BFP has a detailed Risk Management Plan. All staff are provided and trained in operating procedures, applicable laws and organizational responsibilities.

Risk Management training is incorporated into the new employee Orientation Training and BFP Introduction and System of Care Training that includes:

- Techniques for deescalating 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.

BFP 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, BFP has access to a wide variety of on-line training options to meet both initial and ongoing training requirements and for staff professional development.

BFP established two levels of review of current risk management issues and concerns; including review of Critical Incident Reporting (OP 1144) and Exit Interviews (OP 1061). Per Critical Incident Reporting criteria established in BFP Operating Procedure 1144; all personnel within and outside BFP are required to notify in written format; *and in some instances verbal notification is required immediately), any critical incidents that pose a threat of harm or injury to children and families served. 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 then tracked and reviewed by the Risk Management Committee (Level 1) to identify trends, training needs, and establish solutions for resolution. The Exit Interviews are then reviewed by the Risk Management Committee. The Risk Management Committee meets monthly and/or as needed upon emergency request. Trends, training needs and recommendations are forwarded to be reviewed by the Compliance Committee (Level 2) as warranted or at the minimum quarterly.

The Compliance Committee (Level 2) meets the immediate needs of critical incidents that occur with children and family under the supervision of BFP. Critical Incidents are detailed within BFP Operating Procedure OP1144. The Compliance Committee review risk and develop strategies to mitigate risk in response to specific critical incidents and any trends.

SUPERVISION

All supervisory staff within the BFP network are responsible for and accountable to the professional responsibility for the quality of work performed by each staff member within their span of control. BFP'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 with each employee evaluates the following:

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

During supervisory conferences, employee performance is discussed. Supervision sessions utilize a coaching and mentoring approach. This allows the supervisor to address strengths and needs on a frequent basis. 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 hire 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, BFP supports the professional development of each employee to assist each employee in preparing for their next step in development..

Based on the information discussed during the 90-day reviews and then the subsequent monthly supervisory conferences regarding performance and professional development, the supervisor, collaboratively with the employee, discusses training needs. The training needs address deficiencies in performance or training to support the development of the employee. This information, in conjunction with needs identified through surveys and/or evaluations and the 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 afforded the opportunity to conduct these conferences. These conferences are supported at every level of leadership within BFP beginning at the Executive Leadership level. This process is critical to the health and overall development of the agency.

ADDITIONAL REQUIREMENTS OF SUPERVISORS

Through the consistent implementation of the supervisor conferences, supervisors within the BFP system increase their ability to effectively manage and support personnel. This ongoing practice and leadership development increases competencies in providing professional leadership and assists in personnel appraisals in conducting performance evaluations. BFP provides frequent and ongoing opportunities for supervisors to increase their knowledge, skills, and abilities. Child Welfare Supervisors must also enroll in Certification within 12 months of entering the position.

PERSONNEL DEVELOPMENT AND TRAINING

BFP maintains a commitment to continuous quality improvement. To increase the quality of services provided to the children and families served, BFP strongly emphasizes employee growth and development. BFP implemented a training and development strategy that prepares each employee for the next step in their personal development. Individualized professional development, training goals, and opportunities are a part of ongoing supervision between employee and supervisor. Additionally, BFP leadership, as well as leadership within the Provider Network, work with staff to identify development goals and encourage attendance at training prior to being selected for movement or advancement within the system. Staff are encouraged to train for the “job you want” in comparison to the current system of training for the “job you have.” BFP and the Provider Network prepare staff for promotional opportunities, increasing the pool of qualified candidates in the event of an unexpected vacancy and ensuring 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

The responsibility and provision of all network training by BFP has been in effect since January 1, 2006. BFP is committed to the delivery of a high-quality effective training program that supports the ongoing development of all child welfare professionals within Brevard County. The BFP Training Department provides a variety of training programs essential to the certification process and the development of basic core competencies for child welfare staff.

For positions requiring child welfare certification, through the Florida Certification Board (FCB), employees are required to complete a comprehensive Child Welfare Training Program within twelve (12) months of employment start date. New employees are considered in “Trainee” status until becoming certified under the Child Welfare Certification standards adopted by the Florida Certification Board (FCB). The Trainee is required to meet the FCB Certification standards within twelve (12) months of employment. In the case that the Child Welfare Training is not accessible to accommodate the twelve (12) month period for completion, BFP or the case management agency will denote this in the employee’s personnel file.

The academic component of the Child Welfare Certification training is provided by BFP and case management agencies to include:

- establishment of rapport and responsive behaviors with persons served.
- identification of the needs of clients in crisis including special service needs of victims of violence, abuse, or neglect.
- recognizing and responding to signs of suicide risk.
- meeting basic health and medical needs of the service population.
- understanding procedures for working with foreign language speakers and persons with communication impairments.
- linking to public assistance and government subsidies.
- providing interventions that address cultural socioeconomic factors in service delivery.
- understanding the role cultural identity plays in motivating human behavior, bias, and discrimination.
- understanding the needs of special populations, how to access resources.
- identifying the impact of the socioeconomic environment on children and families served
- empowering families to advocate on their own behalf.
- learn techniques for deescalating conflict and.
- receive management training on 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. The curriculum runs concurrently within a twelve (12) month period.

Pre-Service training is delivered within the first ninety (90) days of employment for Child Welfare Professionals and Licensing staff. Time frames may fluctuate due to holidays and other training commitments during a training cycle. The Pre-Service Training Curriculum consists of classroom instruction, Florida Safe Families Network (FSFN) training lab sessions, shadowing, and guided field activities for trainees.

The Department of Children and Families approves the child protection/pre-service classroom training curriculum that is provided. The Pre-Service Classroom training curriculum is comprehensive and includes all essential elements relevant to the practice of child protection.

The current state issued Pre-Service Training Curriculum is divided into CORE sections which involves ten informational modules, five communication labs and specialized tracks for Case Managers involving nine informational modules and two communications labs. There is also a minimum of six-(6) days of shadowing of experienced workers in the field and three (3) FSFN lab sessions. Within the curriculum Field Guide Activities have been developed that address major Child Welfare training components. BFP ensures the activities are supervised and reviewed by certified Child Welfare professionals. The trainee is shadowed and mentored by experienced certified staff. In the field, the trainee is always accompanied by and under the direct supervision of a certified Child Welfare professional.

<i>Classroom Topic</i>	<i>Number of Days</i>	<i>Track</i>
<i>Orientation</i>	<i>0.5</i>	<i>CORE</i>
<i>The Child Welfare System</i>	<i>0.5</i>	<i>CORE</i>
<i>Florida's Child Welfare Practice</i>	<i>0.5</i>	<i>CORE</i>
<i>Child Development</i>	<i>1</i>	<i>CORE</i>
<i>Trauma and the Child</i>	<i>1</i>	<i>CORE</i>
<i>Lab 1: Foundations for Interviewing</i>	<i>1</i>	<i>CORE</i>
<i>Lab 2: Exploring Skills</i>	<i>1</i>	<i>CORE</i>
<i>Family Conditions</i>	<i>1.5</i>	<i>CORE</i>
<i>Lab 3: Focusing Skills</i>	<i>1</i>	<i>CORE</i>
<i>Understanding Child Maltreatment</i>	<i>6</i>	<i>CORE</i>
<i>Lab 4: Child Interviewing</i>	<i>2</i>	<i>CORE</i>
<i>Assessing and Analyzing Family Functioning</i>	<i>1</i>	<i>CORE</i>
<i>Lab 5: Interviews to learn about Maltreatment Surrounding Circumstances and Family Functioning</i>	<i>1</i>	<i>CORE</i>
<i>Safety & Risk</i>	<i>2</i>	<i>CORE</i>
<i>Safety Planning</i>	<i>1</i>	<i>CORE</i>
<i>Readiness Assessment</i>	<i>1</i>	<i>CORE</i>

<i>Intro to Case Management</i>	.5	<i>Specialty</i>
<i>Case Transfer</i>	.5	<i>Specialty</i>
<i>Case Managers Responsibility for Safety Management</i>	1.0	<i>Specialty</i>
<i>Court Proceedings and Staffings</i>	.75	<i>Specialty</i>
<i>Lab 1: Court room testimony</i>	.5	<i>Specialty</i>
<i>Out of Home Care</i>	1.5	<i>Specialty</i>
<i>Family Engagement-Preparation & Intro</i>	.5	<i>Specialty</i>
<i>Family Engagement- Exploration</i>	2.5	<i>Specialty</i>
<i>Family Engagement- Case Plan</i>	1.0	<i>Specialty</i>
<i>Evaluating Family Progress</i>	1.0	<i>Specialty</i>
<i>Putting It All Together</i>	1.0	<i>Specialty</i>
<i>Orientation of Programs</i>	1.0	<i>Post-Test Training</i>
<i>Inspector General Training</i>	1.0 hour	<i>Post-Test Training</i>
<i>Wraparound 101 Training</i>	2.0	<i>Post-Test Training</i>
<i>Extended Foster Care & IL presentation</i>	1.0	<i>Post-Test Training</i>
<i>Policy & Internal Forms Training - Sexual Safety Plans, Missing Children and Critical Incident Reporting</i>	0.5	<i>Post-Test Training</i>

**Please note that the Florida Department of Children and Families is currently in the process of revising the Approved Pre-Service curriculum. Implementation of this new curriculum is expected during FY 2023-2024.*

In addition to the current Pre-Service curriculum, BFP includes supplemental training that reflects the lead agency's philosophy and system of care. The BFP Orientation of Programs Training is provided posttest and covers:

- Brevard 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, and
- Provider's role in the network's Performance Quality Improvement (PQI) process.

The Pre-Service Posttest Training includes training on Out of Home Care procedures, Wraparound, Court processes and other program areas for the enhancement of knowledge, skills, and abilities while working within our community and System of Care.

Any missed training classes, modules or material are completed by the trainee prior to the trainee being considered eligible to have successfully completed 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 (2) active cases during his or her pre-service training, for the sole purpose of performing and practicing newly learned skills while accompanied and supervised by a certified child protection professional. Although assigned as “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 other 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 with one of the following people involved in the case: their supervisor or the designated lead worker.
- All Progress Notes written by the trainee to be put 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 their direct supervisor or the agency Director overseeing the program; this also includes appearances at BFP 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 (i.e., no more than 10 minutes of any 1-hour training may be missed) to successfully complete and receive credit for that training topic.
- 100% of the training must be completed for the successful completion of Pre-Service training. Attendance and professional behavior are evaluated and reported to each trainee’s supervisor as part of the assessment of the trainee performance.

Referrals and Registration for Pre-Service Training:

All referrals for training are submitted to the Quality Assurance, Performance and Training Department. On the first day of Pre-Service Classroom Training, trainees are provided with expectations of the pre-service training, delivery of training, and the participation and assessment of the new trainee. These expectations are outlined in the Pre-Service Working agreement signed by the trainee and supervisor on the first day of training. Feedback forms regarding *trainee* participation in classroom, FSFN lab sessions and other mandatory Pre-Service requirements are emailed to the trainee’s Supervisor on a frequent basis. 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 to Pre-Service Classroom training has been determined.

Testing:

Waiver Process:

Waiver tests are provided in compliance with the guidelines set forth in the Florida Administrative Code (FAC 65C-33). Based on the individual’s knowledge, skills, and abilities; plus, previous certification and/or training in child welfare/child protection; the trainee may be approved to ‘waive’ attending the pre-service training by completing a waiver test and scoring 78% and above (no re-takes and/or second attempts at a waiver test are permitted for any reason). These individuals will be able to assume all job responsibilities upon receiving a score of 78% and above; 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 BFP 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 (5) business days of the approval.

If an individual receives a score below 78%, they are required to attend the 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 Provisional Certification through the FCB. The minimum established passing score of the post-test is determined by the Department of Children and Families and presently is a score of 78% and higher.

Any trainee who scores below the minimum passing score on the first attempt of the post-test may re-take the post-test no later than fifteen business days following the date of the initial post-test, absent extraordinary circumstances accommodated by the training entity. The FCB limits the number of times an applicant may take the online exam to three (3) times and requires the paperwork and payment to be submitted a minimum of three (3) days in advance to re-take the exam.

If a trainee fails the post-test three (3) times, the agency has the options of having the employee retake the test, or retake the entire pre-service training, or remove the employee from the position no later than ten (10) business days after receipt of the post-test results. If retaking the entire pre-service training, the trainee shall 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 a trainee (on "trainee status"), and, as such, he or she shall 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; or
- Otherwise have primary responsibility for any investigation, child, family, or case.

Training Caseload:

Upon successful completion of either the waiver test/process, or the pre-service training requirements and the post-test, the employee shall submit a request for Provisional Certification to the FCB. Provisional Certification is awarded after the exam is passed. During this Provisional Certification time the employee must document a minimum of 1,040 hours of experience in a child welfare direct services position (approximately 6 months of full-time employment) and supervision. Each Case

Manager and Licensing Specialist shall be granted caseload protection for sixty-(60) calendar days, during which time a training caseload of a reduced number will be provided.

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

- First thirty-(30) calendar days: the training caseload should be limited to no more than five (5) open, active cases, and should not exceed ten (10) children at any time during those days.
- Second thirty-(30) calendar days: the training caseload will be increased to no more than an additional seven-(7) open, active cases, no limit on number of children during this period.

After the sixty-(60) calendar day period of caseload protection, the caseload may be increased gradually over time, based upon 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 sixty-(60) calendar days following the waiver test/process or post-test.

- First thirty-(30) calendar days: the training caseload is limited to no more than three (3) open, active home studies at any time; the number of licensed foster homes on the training caseload shall not exceed five (5) at any time.
- Second thirty-(30) calendar days: the training caseload will be increased to no more than an additional three (3) open, active home studies at any time; the number of licensed foster homes on the training caseload shall not exceed twenty-(20) at any time.

After the sixty-(60) calendar day period of caseload protection, the caseload may be increased gradually over time, based upon 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 (Transitioning from Classroom to Field Experience)

- Following the successful passing of the test, employees enter the second phase of training, which is field-based and includes review and analysis of job performance and coaching from their respective supervisors.
- Provisional certification consists of obtaining the required training, supervision and experience hours that will be outlined by the FCB.

The training team collaborates with the Supervisors and Lead workers of Family Allies, Brevard C.A.R.E.S. and BFP Licensing to ensure trainees are provided the appropriate field training and observations. These observations/trainings consist of accompanying the trainee to complete home visits, commencement of cases, court appearances, and other field activities. The team collaborates with trainees on identified 'needs' to increase and enhance development to increase competency. Following field training activities, the mentor verbally 'briefs' the trainee on the strengths and needs observed during the field activity. The BFP Training team hosts group supervision at least bi-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 are provided opportunities to 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, Brevard C.A.R.E.S. staff and BFP Licensing Specialists, with responsibilities regarding direct supervision of staff that care for children and families are responsible for holding Child Welfare Certification. As of July 2022, the Florida Certification Board in collaboration with Embrace Families Strong Foundations established a separate Certification process for Child Welfare Supervisors. Child Welfare Supervisors must enroll to become Certified within 12 months of entering a supervisor position.

Child Welfare Certification

The Florida Certification Board (FCB) is currently the agency responsible for administering the credentialing program that evaluates each applicant’s competency and credentials professionals who meet the specified minimum standards. The FCB’s 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 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, Brevard C.A.R.E.S. and BFP Licensing Specialists, with responsibilities regarding direct care for children and families are responsible to become certified through the Florida Certification Board (FCB) by the following designations:

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

After completion of the training requirements stated previously in this plan, the employee is granted Child Welfare Provisional Certification through the FCB. 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 full Child Welfare certification through the FCB. 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 the employee is required to renew their credentials bi-annually. BFP complies with industry standards regarding ethics violations, when identified appropriate reports are made to the Florida Certification Board and Office of Inspector General which may impact Child Welfare Certification.

IN-SERVICE TRAINING: Funding Source: Title IV E Training Dollars-Continuing Professional Development (In-Service Training)

BFP supports continuing professional development for all personnel.

- BFP provides opportunities for ongoing professional development through workshops, conferences, online training, and in-service training courses offered and approved by BFP staff. This training for development assists direct and non-direct care staff in meeting their minimum annual continuing education hours.
- All BFP 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/Director is responsible for ensuring their staff obtain appropriate training and have the required fifteen training hours per the staff's hire date.
- BFP maintains and tracks documentation for all training delivered by BFP and/or sponsored by BFP to include the following:
 - 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, BFP utilizes the above listed information to submit a quarterly training report to DCF containing information about training category, length of training, audience, and attendees.

Brevard Family Partnership also delivers in-service training to system of care providers and partners for advanced skill-based training, such as, Conditions for Return, Difficult Discussions, Case Planning, Substance Abuse, and Domestic Violence. There are other opportunities for in-service training, labs on Family Assessment, FSN updates, Quality Case Management skills and as other needs are identified available throughout the year. In-service training courses are developed based on ongoing needs assessment including changes in law and policy, quality assurance reviews, and other performance measures in partnership with BFP system of care providers.

BFP 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 LGBTQ trainings. BFP Training Division networks with the partner agencies and community resources to develop training opportunities for the specific service populations within Brevard County. BFP Training Department assists with provision of training on determining client eligibility for federal funding as needed.

For FY 2023-2024 the following In-Service Trainings are planned (subject to change based upon trainer and audience availability).

FOA Inservice Training Schedule 2023-2024

Inservice trainings:

Quarter 1: July/Aug/Sept

Human Trafficking certification Training (8/17/23)

Car Seat Training (9/1/23)
LGBTQ training (9/13/23)
Mindshare Training (9/18/23)
Wraparound 101 Training (9/19/23)
Independent Living (9/12/23)
Difficult Discussions (9/26/23)

Quarter 2: Oct/Nov/Dec

FFPSA (10/13/23 & TBD)
Quality Parenting Initiative (10/25/23)
Fairness and Equity in the Workplace by Insperity (10/25/23)
Welle for CM Safety and De-escalation skills (11/15/23)
TBRI by the Pearl Project (Q2)
Strong Outcomes- workshop 1 (Q2)
Situational Awareness by SP College (Q2)
Conditions for Return Refresher (11/07/2023)
Community/Provider Resource Fair (Q2)

Quarter 3: Jan/ Feb/ Mar

Strong Outcomes- Workshop 2(Q3)
Motivational Interviewing (Q3)
Human Trafficking (Jan 2024)
Motivating and Assessing Behavioral Change (Q3)
Peer Mentor Academy (Jan/ Feb/Mar 2024)
Mental Health First Aid (Q3)
Active Shooter & Employee Safety (Q3)
Car Seat Training (1/15/24)
Mindshare Training (1/16/24)
Cultural Competence LGBTQ (1/22/24)
Independent Living (1/23/24)
Wraparound 101 (1/25-26/24)

Quarter 4: Apr/ May/ June

Customer Service by Insperity (Q4)
Supervisory Certification Trainings (May 2024)
Strong Outcomes- workshop 3 (Q4)
Peer Mentor Academy (Apr/May 2024)
Community/Provider Resource Fair (Q4)
Motivating and Assessing Behavioral Change (Q4)

To evaluate the effectiveness of In-Service training, the BFP Training Team solicits feedback from participants through an online electronic survey. Additionally, the following training components are offered as part of BFP's training array:

Wraparound Training

Wraparound Training is designed to introduce and enhance strength-based planning and family engagement strategies. The training establishes a knowledge base and a foundation of

understanding of the wraparound principles of practice 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 to safely maintain children in the community. The training provides strategies for inclusion of natural and community supports in the care planning process; designing strength-based needs driven plans; provides direct practical application, and case studies; and generates enthusiasm and interest in the wraparound model of care.

Human Trafficking Certification Training

Human Trafficking (HT) Certification Training is provided utilizing an approved curriculum designed to teach basic knowledge, policies, and skills about working with children in the child welfare system who have been human trafficking victims. The training also teaches staff how to administer a screening tool for children who are suspected human trafficking victims. Attendees are expected to maintain Quarterly training to retain their certification.

Mandatory Annual Trainings for All Employees

Quarter 1 July, August, and September

Whistle Blower Protection (0.5 Hours)

Conflict of Interest Procedure (0.25 Hours)

Insurance Coverage & Driving and Related Requirements (0.25 Hours)

Employee Grievance (0.25 Hours)

Inspector General (1.0 Hours)

Total: 2.25 Hours

Quarter 2 October, November, and December

Employee Safety (0.5 Hours)

Total: .5 Hours

Quarter 3 January, February, and March

Mandated Reporting (1.0 Hours)

Confidentiality (0.25 Hours)

Total: 1.25 Hours

Quarter 4 April, May, and June

Disaster Awareness (0.5 Hours)

Critical Incident Reporting (1.0 Hours)

Total: 1.5 Hours

On-Line Trainings

Cultural Diversity -Online Insperity Website -(1.0 Hours)

Bridging the Diversity Gap-(Insperity)

Your Role in the Workplace-(Insperity)

Universal Disease Precaution (Infectious Disease)-DCF Online
HIPAA-DCF updates annually-DCF Online
Security Awareness-DCF Online
Serving Our Customers Who Are Deaf or Hard of Hearing

OUT-OF-HOME CAREGIVER Training: Funding Source: CBC Training Foster & Adoptive Parent dollars

Foster parents Level 2-5 are trained under the DCF approved National Training and Development Curriculum (NTDC) Training. Foster Parents are also provided ongoing training opportunities through the BFP monthly Foster Parent Support Group meetings and additional training is offered throughout the year. Classes are added to the training schedule as needed to expedite foster parent training and to better accommodate prospective foster parent needs. The NTDC is organized into eight in person sessions/virtual totaling 24 hours. BFP requires participation and attendance at eight (8) 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 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 consists of states and counties and one tribal nation) and four private agencies that work with families who adopt private domestically or via the intercountry process.

Becoming a trained medical foster home is an option available through Children's Medical Services (CMS). BFP works in partnership with CMS to recruit and identify foster homes for medically complex children. BFP works in coloration 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 Trust Based Relational Intervention (TBRI) to serve as an Enhanced Foster Home.

BFP also requires that all levels of licensure foster parents be certified in CPR and Basic First Aid and maintain certification if they are licensed.

Level 1 prospective out-of-home caregivers must complete the DCF 2-hour online training, Caring for Children: The Child Welfare System, Expectations and Responsibilities of Caregivers, the impact of childhood trauma, how to manage children's behavior, first aid and medication administration.

TRAINING CONTENT

BFP seeks to provide training content that ensures that all personnel are prepared to fulfill their job responsibilities. BFP provides training in a mixture of modalities to promote learning across the spectrum of learning styles utilizing 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 BFP training team seeks to provide supplemental materials such as tip sheets, examples, and resource cards to support classroom learning. BFP provides training on topics such as de-escalation, safety, accessing community resources and financial assistance, understanding special needs, establishing rapport, and the impact of trauma as well as topics previously outlined during Pre-Service and In-service categories. All personnel receiving training on maintaining the security of records, proper documentation techniques, and the legal rights of service recipients.

MANAGEMENT INFORMATION SYSTEMS SKILLS

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

BFP IT Department provides data management and integration services to manage and maintain State of Florida required systems.

Revenue Maximization staff has the requisite data system skills. Additionally, Care Managers and Supervisors have the requisite FSFN skills required for their position. Newly hired employees of the Case Management Agencies and Department of Children and Families Child Protective Investigations staff receive FSFN training as part of their initial Child Welfare pre-service training. However, BFP 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 BFP staff as needed.

In addition to training on specific applications, BFP addresses the security and process requirements that every user in our system needs to know to ensure compliance with HIPAA. Each user of the State data systems signs the required Security Agreement Forms, complete Security Awareness Training, HIPAA training and adheres to HIPAA standards regarding the requirements of Protected Health Information (PHI).

ORIENTATION OF NEW PROVIDERS

BFP recognizes Service Providers as key partners critical to our success in strengthening families and improving the lives of vulnerable children in Brevard County. To ensure the safety, security, and well-being of every child in Brevard County, BFP strives to develop a continuum of child welfare services to address prevention, intervention and treatment of child abuse and neglect. As such, BFP is committed to an orientation and training program designed to support the growth of service providers and their ability to embrace the mission, vision, and values of BFP.

Provider Handbook/ Welcome Letter

Upon execution of a signed contract with BFP, Providers are issued a Welcome letter from the CEO and given a Provider Network Handbook filled with useful information. The handbook introduces BFP's Mission, Vision and Values, description of key positions and contacts, helpful acronym's list, and outline of BFP partners and stakeholders. The handbook further introduces procedures for prioritization of Family Team Conferences and the automated Service Referral system (PSAM). The handbook provides information on standard BFP procedures such as mandated child abuse and neglect reporting, critical incident reporting and damage claiming for damages caused by foster children. The Provider Handbook also outlines financial functions at BFP such as board rate determination, clothing vouchers and the process for provider payment. Additional information covered in the provider handbook includes medical services, court processes, performance quality improvement, communication, appeal process and training.

Mindshare/ Utilization Management

Upon enrollment, Providers are given an opportunity for one-on-one technical assistance with the Utilization Management Program Manager to be trained in the online service referral system. This system was created in partnership with Mindshare Technology to create a web-based automated referral and utilization management system. This system was designed to streamline the service referral process, monitor service delivery and utilization, and standardize the invoicing process. General description:

- The Dependency Care Manager submits a request for services.
- The Clinical Services Coordinator/Care Coordinator reviews the request and approves, holds, requests more information or denies. If the response is not approved, a reason is given such as need more information is requires or denied based on clinical appropriateness.
- When the request is approved, an automatic email notification goes to the provider informing them that they have a new service authorization.
- The provider assigns a worker to the case and contacts the client.
- The provider documents in the PSAM system all meetings and enter progress notes on a weekly basis.
- 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 to BFP by the 10th of every month.
- The Utilization Management 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 feels the client could benefit from additional services, the provider requests a service extension at least two (2) weeks before the current authorization is set to expire.
- The Clinical Services Coordinator/Care Coordinator addresses the reauthorization request as described above

OP1178

Applicable providers are taught to reference OP1178 which established the method by which BFP 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 System of Care, identify strengths and barriers to serving children and families, provide training as needed and share best practices. These meetings are coordinated by the Director of Out of Home Care and Behavioral Health and the Director of Contracts and Compliance.

Reviewed by:



Philip J. Scarpelli
President and Chief Executive Officer
Brevard Family Partnership Family of Agencies

Review Date: 9/18/2023