



**State of Florida
Department of Children and Families**


Rick Scott
Governor

Mike Carroll
Secretary

Response to Inquiries

Request for Proposal #: RFP10J10GN1

Pre-Service and Florida Safe Families Network

DATE: November 8, 2017
TO: Prospective Respondents to RFP #: RFP10J10GN1
FROM: Darlean Patterson, Procurement Manager 
SUBJECT: Vendor Questions and Department Responses

Department Responses are in blue.

Question Number	RFP Section Number	RFP Page Number	Question/Comment
1	A-1.14 A-1.15 C-1.1.2.1.3 C-1.1.3.1.1	18 19 23 24	<p>What are the currently approved core competencies for each segment of the curriculum?</p> <p>The core competencies are split up by position, not by portions of the curriculum.</p> <p>Child Protective Investigators: http://www.centerforchildwelfare.org/kb/PreServiceCurriculum/CPICompetencies.pdf</p> <p>Case Management: http://www.centerforchildwelfare.org/kb/PreServiceCurriculum/CMCompetencies.pdf</p> <p>Licensing: Competencies being developed by the Florida Certification Board, however, the current tasks and objectives are attached (<i>Licensing Objectives Directory 042617</i>)</p>
2	A-1.29 A-1.38 A-1.49	19 20 21	<p>Is there a set of principles that regulate the "job related duties of the discipline" in each one of the specialty tracks?</p> <p>The Child Welfare System operates from four principles mandated by Florida Statute 39.001. These principles are:</p> <ol style="list-style-type: none"> 1. The health and safety of the children served shall be of paramount concern. 2. The prevention and intervention by the child protection system should engage families in constructive, supportive and non-adversarial

1317 Winewood Boulevard, Tallahassee, Florida 32399-0700

Mission: Work in Partnership with Local Communities to Protect the Vulnerable, Promote Strong and Economically Self-Sufficient Families, and Advance Personal and Family Recovery and Resiliency

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			<p>relationships.</p> <ol style="list-style-type: none"> 3. The prevention and intervention should intrude as little as possible into the life of the family and be focused on clearly defined objectives. 4. The prevention and intervention should be based upon outcome evaluation results that demonstrate success in protecting children and supporting families.
3	A-1.15	19	<p>What written or approved integrated collaborative recommendations have been made to the Department by (1) professionals who have expertise in child welfare services (please identify same), (2) department-approved third-party credentialing entities (please identify same), and (3) providers that will be affected by the curriculum, including, but not limited to, representatives from the community-based care lead agencies, the Florida Coalition Against Domestic Violence, the Florida Alcohol and Drug Abuse Association, the Florida Council for Community Mental Health, sheriffs' offices conducting child protection investigations, and child welfare legal services providers (please provide identification as to each).</p> <p>Attached is a copy (CPI Revision Summary) of the work group recommendations for the CPI Specialty Track and comments received from a written survey.</p> <p>When updating and revising curricula on an annual basis, the provider would need to reach out to the above listed organizations.</p>
4	A-1.15	19	<p>Has any such input (as described in question 3) been approved by Department for implementation? Not approved by the Department for implementation?</p> <p>The Department thoroughly assessed the recommendations and incorporated them into the upcoming version of the Core portion of the Pre-Service curriculum.</p> <p>Recommendations for the CPI Specialty track have not been incorporated and feedback for the other tracks has not been solicited at this time.</p>
5	1.1	RFP p. 4 of 36	<p>Who currently has the contract on the present training program?</p> <p>No contract is currently held. It is being created in-house.</p>
6	1.1 A-1.46 C-1.1.2.1 C-1.1.2.1.1 C-1.1.2.1.2	RFP p. 4 of 36 20 23 23 24	<p>Do you have any reviews, studies regarding current standards, processes, procedures that have indicated need for change and what those changes should seek to accomplish? Can we obtain for consideration?</p> <p>Attached is a copy (FSPSF Research Brief_Predictors of Early Turnover 2017) of the Florida Institute of Child Welfare's study in addition to the work group recommendations provided above.</p> <p>The Florida Institute of Child Welfare is also currently conducting an assessment of the Pre-Service curriculum.</p>
7	A-1.19	19	<p>Can a copy of the design document currently in use be provided with effectiveness reviews and identification of areas needing improvement?</p> <p>Should you need access to the current curriculum, contact Valerie Carnett at Valerie.Carnett@myflfamilies.com Valerie will request access for you from the Center for Child Welfare where our materials are housed on a secure site.</p> <p>Work group recommendations provided above.</p>

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8	A-1.27 A-1.29	19	<p>(a) Is the Department's current child welfare practice model the one located at http://centerforchildwelfare.org/kb/safetymethod/FL_PracticeModel06 - 2014.pdf ?</p> <p>(b) If not, can we get a copy of the currently-approved child welfare practice model? (c) Have any reviews been made re: effectiveness, areas needing improvement in Department's current child welfare practice model that vendors can consider in formulating any submissions for RFP?</p> <p>Attached (Child Welfare Practice Model) is a copy of the practice module being used. The practice model is written into DCF's CFOP, Rules and statute which the curriculum is based on. Ongoing evaluation is always in process and when necessary changes are made to CFOP, rules, and/or statute.</p>
9	A-1.16 A-1.38 & A-1.41 A-1.46 C-1.1.2.1 C-1.1.2.1.1 C-1.1.2.1.2 C-1.1.2.1.3 C-1.1.2.1.5	19 20 20 23 23 23 23 23	<p>Can we obtain the present program/curriculum/instructional goals and learning objectives for review to respond to RFP?</p> <p>The current Pre-Service Core curriculum, and Specialty Tracks (CPI, CM and Licensing) are available on the Florida's Center for Child Welfare: http://centerforchildwelfare.fmhi.usf.edu/TrainingCurric.shtml</p> <p>Should you need access to the current curriculum, contact Valerie Carnett at Valerie.Carnett@myflfamilies.com Valerie will request access for you from the Center for Child Welfare were our materials are house on a secure site.</p> <p>Please note that Core is currently in the process of being revised to be available early spring 2018.</p>
10	A-1.28 B-1 C-1.1.3.2.4 C-1.1.3.3 C-1.1.3.4	19 22 24 25 25	<p>Verify understanding that RFP intends to train case-workers/professionals how to use FSFN database?</p> <p>Yes</p>
11	A-1.28 B-1 C-1.1.3.2.4 C-1.1.3.3 C-1.1.3.4	19 22 24 25 25	<p>Is FSFN database intended to provide raw data just on particular child welfare case to case- workers/professionals/trainers for their own research and conclusions on the particular case?</p> <p>FSFN is the program where all information on a case is entered by Child Welfare Professionals. It includes multiple tools for assessments on a family. For additional information regarding what FSFN contains please see: http://centerforchildwelfare.fmhi.usf.edu/FSFNAll.shtml.</p>
12	A-1.28 B-1 B-4 C-1.1.3.2.4 C-1.1.3.3 C-1.1.3.4	19 22 22 24 25 25	<p>Does Department quantitatively or qualitatively analyze FSFN database to include relevant factors in types of situations that may guide case-worker decisions or formulate best practice responses on given case types? If so, what software is used for these purposes? Other process used for analyses?</p> <p>Unclear what is being asked.</p>
13	B-4	22	<p>Is Department currently using educational software for analyses of any phase of the existing Child Welfare Pre-Service Curriculum (Core, Specialty tracks, and FSFN) If so, which software program?</p> <p>No</p>

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14	B-4	22	Is Department currently using educational software for analyses of maintenance requirements? If so, which software program? No
15	B-4	22	Is Department currently using software to analyze compliance measures? If so which? No
16	B-4	22	Is Department currently using any software to ensure reliability of data collected, for reporting formats appropriate to the program? If so, which? No
17	B-4	22	What LMS (Learning Management System) software is presently used by the program? There are many agencies that teach this curriculum as part of their Child Welfare Program. Although some of these agencies use an LMS there is not a statewide LMS being used.
18	B-4	22	What educational software are you using to identify factors and trends in the child welfare population? None
19	C-1 C-1.1 C-1.1.1 C-1.1.2.4.3 C-1.1.3.3.2.1 C-1.1.3.3.2.2 C-2.5 C-2.5.1 C-2.5.3 D-1 D-1.1 E-1 E-1.1 E-2.1 E-2.2 F-4 F-4.1	23 23 23 24 25 25 28 28 28 29 29 32 32 32 32 33 33	Is there a copy of the set of current established reporting formats for the program? Unclear what is being asked. If referring to the reporting of courses offered, a training reporting form is submitted quarterly.
20	B-4	22	What delivery mechanism/strategy is currently being utilized to analyze strengths and weakness of the curriculum? Evaluation methods vary by agency, however, laws, rules and policies in addition

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			to the results of the Florida Certification Boards exams and competencies guide curriculum development.
21	B-4	22	What content-delivery mechanism(s) does the Department currently use for training? The Center for Child Welfare's website: http://centerforchildwelfare.fmhi.usf.edu/TrainingCurric.shtml
22	B-4	22	What equipment does program presently run on? Unclear what is being asked. The Center for Child Welfare is the host site for trainers to access the Trainer Guides, Participant Guides, PowerPoints and other required materials. Videos also located on the site or imbedded in the PowerPoints. There is no LMS.
23	A-1.51 C-1.1.2.1 C-1.1.3.1 C-2.2	21 23 24 26	What current subject matter experts is your Department relying on to date? In-house SMEs
24	1.1 A-1.46 C-1.1.2.1 C-1.1.2.1.1 C-1.1.2.1.2	RFP p. 4 of 36 20 23 23 24	Is there a prior "Instructional Content Analysis of existing Child Protective Investigations Pre- Service Specialty Track curriculum" available for review? No
25	A-1.2 A-1.7 A-1.10 A-1.31 A-1.46 A-1.49 B-1 C-1.1.3.3.1 C-1.1.3.3.2.1 C-1.1.3.4 C-1.1.3.5.2	18 18 18 20 20 21 22 25 25 25 25	How many participants (trainees) are expected to undergo the program curriculum? The curriculum is taught by Community Based Care Agencies, Sherriff's Offices, the Department, colleges and other entities. Last year 125 sessions of Pre-Service Core were offered.
26	A-1.33 C-1.1.1.1 C-1.1.1.2 C-1.1.3.5.1 C-1.1.4.2	20 23 23 25 25	Is there a copy of the current Implementation Plan to review? For Pre-Service Core, the anticipated release date is Spring of 2018 at which time a date will be issued as to when the new curriculum must be implemented.
27	A-1.10 A-1.49 C-1.1.2.1.1 C-1.1.2.1.2 C-1.1.3.1.1	18 21 23 23 24	What is the design and format of the current Child Welfare Pre-Service curriculum? Materials include a Trainer Guide, Participant Guide, and PowerPoint for trainers to use. These are created using Microsoft Word and Microsoft PowerPoint with our design strategy and style sheets.

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28	C-1.1.2.1.2 C-1.1.3.1.1	23 24	<p>Can a copy be provided of current Alignment with Child Welfare Pre-Service curriculum</p> <p>The current Pre-Service Core curriculum, and Specialty Tracks (CPI, CM and Licensing) are available on the Florida's Center for Child Welfare: http://centerforchildwelfare.fmhi.usf.edu/TrainingCurric.shtml</p> <p>Should you need access to the current curriculum, contact Valerie Carnett at Valerie.Carnett@myflfamilies.com Valerie will request access for you from the Center for Child Welfare were our materials are house on a secure site.</p>
29	C-1.1.2.1.3	23	<p>Can a copy be provided of approved Florida Certification Board core competencies?</p> <p>See question 1.</p>
30	C-1.1.2.1.5 C-1.1.3.1.1	23 24	<p>Can a copy be provided of Family-Centered Practice theories?</p> <p>Yes</p>
31	C-1.1.2.1.6	23	<p>Can a copy be provided of recommended edits from the Department led CPI Revisions Workgroup meeting?</p> <p>Yes (CPI Revision Summary)</p>
32	C-1.1.2.3	24	<p>Can a copy be provided of Child Protective Investigations Pre-Service Specialty Track learning materials based on the Department approved Instructional Analysis and Design Strategy?</p> <p>http://centerforchildwelfare.fmhi.usf.edu/TrainingCurric.shtml</p>
33	A-1.2 A-1.16 A-1.40 A-1.44 A-1.52 C-1.1.2.3.1	18 19 20 20 21 24	<p>Can a copy be provided of learning materials including, but not limited to: Training Guides, Participant Guides that Department particularly felt was useful and approved?</p> <p>http://centerforchildwelfare.fmhi.usf.edu/TrainingCurric.shtml</p>
34	A-1.30 C-1.1.2.4.1	19 24	<p>Can a copy be provided of a conducted formative evaluation of the training materials (Pre-Service Core and Specialty Tracks) strengths and weaknesses?</p> <p>If used, course evaluations are maintained at the local level.</p>
35	C-1.1.3.3.2.1	25	<p>Can a copy be provided of former evaluations that were administered for each trainee per class?</p> <p>No, see #34</p>
36	C-1.1.2.4.3 C-1.1.3.3.2.2 C-1.1.3.5.1.1 C-1.1.3.5.1.2	24 25 25 25	<p>Can a copy be provided of former evaluations maintained and included in the summary report for Department review?</p> <p>No, see #34</p>
37	C-1.1.2.4.3 C-1.1.3.3.2.2 C-1.1.3.5.1.1 C-1.1.3.5.1.2	24 25 25 25	<p>Can a copy be provided of course evaluations to be used for curricula maintenance by the Department?</p> <p>Not available</p>
38	C-1.1.4.1	25	<p>Can a copy be provided of a former detailed implementation plan for conducting the annual comprehensive review and maintenance of all Pre-Service Curricula (Core and Specialty Tracks)?</p> <p>Not available</p>

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39	C-1.1.4.2	25	Can a copy be provided of a former finalized implementation plan for annual review and maintenance based on the feedback received by the Department? Not available
40	C-1.1.4.3.1 C-1.1.4.4 C-1.1.4.6	26 26 26	Can a copy be provided of a former draft of the updated curriculum for Departmental review, including a spreadsheet of edits made (deletions/additions/revisions) to include date edits made and content location? Not available
41	F-1.1 F-1.2	33 33	When will funding be determined, and when is it available? Funding is currently available and mainly based on Title IV-E federal funds.
42	F-1.1 F-1.2	33 33	Are monies currently allocated to secure services under RFP? Yes
43	D-2: Deliverables	12	Child Protective Investigation Specialty Track training materials for Pilot is listed as a deliverable for Section C.1.1.2.1 - C.1.1.2.5. However there is no section C.1.1.2.5 in the RFP, is this a typo, or is there a missing section? Typo, section regarding the CPI curriculum is under C-1.1.2
44	D-2: Deliverables	12	Conduct Pilot of the Child Protective Investigations Specialty Track training is listed as a deliverable for Section C-1.1.2.6. However, However there is no section C.1.1.2.6 in the RFP, is this a typo, or is there a missing section? Typo, section regarding the CPI curriculum is under C-1.1.2
45	D-2: Deliverables	12	Child Protective Investigation Specialty Track curriculum is listed as a deliverable for Section C-1.1.2.6. However there is no section C.1.1.2.6 in the RFP, is this a typo, or is there a missing section? Typo, section regarding the CPI curriculum is under C-1.1.2
46	Exhibit C -1- Task List, Service Tasks	6	What is the instructional length of the existing Child Protective Investigations Pre-service curriculum (how many hours of classroom time; web-based instruction; video; and any other delivery formats currently used?) The CPI specialty track is currently approximately 2 1/2 weeks with 6 hour days.
47	Exhibit C-2- Task Lists, Administrative Tasks	9	What is the state's anticipated place of performance for this work? Does the state expect vendor staff to be onsite for all work completed in support of this contract? No, the state does not expect the vendor to be onsite for the work to be completed.
48	Exhibit B- Major Contract Goals	5	The major goals of this contract is to: LEFT BLANK. Can you fill in this section with the major contract goal to help ensure the vendors have a full understanding of your goals? B-2.1 Ensure the design and re-development of Child Protective Investigations (CPI) Pre-Service Specialty Track curriculum is in alignment with the design and format of the current Child Welfare Pre-Service curriculum, the approved Florida Certification Board core competencies, Florida Child Welfare Practice Model, Family-Centered Practice theories, Chapter 39, Part III, F.S., and other pertinent departmental child welfare laws, rules and policies as approved by the Department. The Child Protective Investigations (CPI) Pre-Service Specialty Track curriculum is

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			a priority. B-2.2 Ensure the design, development and incorporation of FSFN into the Pre-Service curricula (Core and Specialty Tracks). B-2.3 Ensure that the Child Welfare Pre-Service Curricula (Core and Specialty tracks including CPI, Case Management/Adoptions, and Licensing) are maintained, and updated annually based on current policies, code, rules, and laws.
49	Exhibit C -1- Task List, Service Tasks C-1.1.3.2.2.2	7	What Learning Management System does the state currently use to host its child welfare pre-service curriculum? The state does not have an LMS. The materials are hosted on the Florida's Center for Child Welfare site: http://centerforchildwelfare.fmhi.usf.edu/TrainingCurric.shtml Some agencies have their own LMS but there is no standard one used.
50	Exhibit C -1- Task List, Service Tasks C-1.1.3.2.2.2	7	Do all final training materials (e.g., instructor guides, participant guides, online training, video) need to be Section 508 complaint? Yes
51	Exhibit C-2. ADMINISTRATIVE TASKS C-2.1.1.2 Staffing Levels	9	Does the state want the vendor to provide resumes for only full time equivalent proposed staff? Or should the vendor also include resumes of supplemental staff that could potentially support various contract tasks (on a non-FTE basis)? Full time only
52	C-2.4. Records and Documentation	10	The Project Management Plan listed in Records and Documentation refers vendors to "Attachment ____." Will you please clarify which attachment vendors should refer to? The Department's Standard Integrated Contract Part 2 is a template only. The details of the Project Management Plan will be negotiated upon contract award.
53	EXHIBIT A – SPECIAL PROVISIONS	1	The glossary provides a definition of Certification Exam (A-1.7), but Exhibit C: Task List does not reference a certification exam in the task descriptions. Does the scope of this project include the development or revision of certification exams? The Certification Exam is offered by the Florida Certification Board and is based on the core competencies. The scope of this project does not include the development of an exam.
54	D-2: Deliverables	12	Based on our interpretation of C-1.1.3.1, we understood instructional/content analysis would be performed for all curricula tracks. However, in the Deliverables, all the tracks for the FSFN curriculum only require an Instructional Design Strategy (no content analysis) except for the case management/adoptions track. Will the state confirm that an instructional/content analysis will be performed for each curricula track? Inadvertently left off content analysis which should be conducted for all
55	4.2.6	13	Tab 5: Company Qualifications and Experience states— The prospective Vendor's proposal shall include the following information to describe and demonstrate its organizational qualifications (and those of any subcontractor with substantial responsibility for this project) to fulfill the requirements associated with completing the contract. Please define "subcontractor with substantial responsibility." "subcontractor with substantial responsibility" is based on the amount of work the subcontractor will perform in regards to the Contract completion.

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56	C.1.1.2.4	7	<p>Can you confirm that in this sentence that the state is referring to the Child Protective Investigation Pre-Service specialty track (not Child Protective services Specialty Track): "Evaluate the effectiveness of the Child Protective Services Specialty Track training materials by conducting a pilot session according to the following criteria but not limited to...?"</p> <p>The title is being used interchangeably. The Pre-Service Child Protective Services specialty track is the same as the Child Protective Investigation Pre-Service specialty track.</p>																		
57	Appendix V	30	<p>Should Appendix V be part of the Programmatic Proposal or the Financial Proposal? In which Tab should Appendix V go?</p> <p>Programmatic Proposal, Tab 5</p>																		
58	Appendix VII	33	<p>Should Appendix VII be part of the Programmatic Proposal or the Financial Proposal? In which Tab should Appendix VII go?</p> <p>Financial Proposal</p>																		
59	Appendix VIII	34	<p>Should Appendix VIII be part of the Programmatic Proposal or the Financial Proposal? In which Tab should Appendix VIII go?</p> <p>Financial Proposal</p>																		
60	Appendix VI		<p>Appendix VI states that "Fringe benefits must display the calculation of costs, specifically the percentages or rates for each benefit being charged to this project." Where do we display these calculations? Within one of the Appendix or within an attached excel spreadsheet?</p> <p>An attached excel spreadsheet</p>																		
61	F-1.2 Fixed Price	33	<p>When can we expect to know the funding level for each State Fiscal Year?</p> <table border="1"> <thead> <tr> <th>FY</th> <th>Tasks</th> <th>Estimated Dollar Amounts</th> </tr> </thead> <tbody> <tr> <td>17/18 (approximately 5 months)</td> <td>Startup costs (hiring, beginning analysis/implementation plan/design strategy)</td> <td>\$400,000 – Fixed Price</td> </tr> <tr> <td>18/19</td> <td>Analysis and curriculum development</td> <td>\$800,000 – Fixed Price</td> </tr> <tr> <td>19/20</td> <td>Implementation of CPI and FSFN, T3 for FSFN, Pre-Service curricula updates</td> <td>\$600,000 – mixture Fixed Price and Cost Reimbursement</td> </tr> <tr> <td>20/21</td> <td>Ongoing maintenance</td> <td>Up to \$400,000 – Cost Reimbursement</td> </tr> <tr> <td>21/22</td> <td>Ongoing maintenance</td> <td>Up to \$400,000 – Cost Reimbursement</td> </tr> </tbody> </table>	FY	Tasks	Estimated Dollar Amounts	17/18 (approximately 5 months)	Startup costs (hiring, beginning analysis/implementation plan/design strategy)	\$400,000 – Fixed Price	18/19	Analysis and curriculum development	\$800,000 – Fixed Price	19/20	Implementation of CPI and FSFN, T3 for FSFN, Pre-Service curricula updates	\$600,000 – mixture Fixed Price and Cost Reimbursement	20/21	Ongoing maintenance	Up to \$400,000 – Cost Reimbursement	21/22	Ongoing maintenance	Up to \$400,000 – Cost Reimbursement
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62	C-2.1.1.2 Staffing	26	What is the number of hours the State considers for a FTE? 30
63	1 4	4 of 36 13 of 36	Earlier this year, DCF put out an RFQ to the limited Management Consulting group of pre-approved contractors asking for quotes surrounding the design/development of FSFN pre-service training that would be integrated into the pre-service child welfare curriculum. There were a number of questions that were submitted and to which DCF responded in the approved Q&A time period. Do the responses to these questions remain the same, or are there changes in the requirements of this portion of the opportunity? If so, what specific changed statements would be made now to specific questions asked at the time? This RFP is different from the RFQ. Responses should be based on this RFP.
64	1 4	4 of 36 13 of 36	How long does the Office of Child Welfare expect the designed/developed FSFN curriculum to be in terms of number of hours/days, and what is the expectation in terms of how it will be distributed across the pre-service curriculum (# of hours/days and description of when specifically)? There is no set length, it should be based on the design strategy and curriculum needs. Ideally the FSFN curriculum will be no more than 60 hours per job role.
65	1 4	4 of 36 13 of 36	Is there an expectation that the FSFN curriculum be a blended solution, with a mix of instructor-led training as well as eLearning? Is there any other type of solution that should be included within this part of the solution (FSFN curriculum), including virtual-instructor-led, practicum, or other learning-focused approaches? A blended approach is desired. The focus should be on the best way to teach the content rather than on developing complex state of the art eLearnings and videos.
66	1 4	4 of 36 13 of 36	How long is the current Core curriculum (# of hours/days in classroom)? Does it include practicum hours? If so, how long is the practicum (# of hours/days in field). Core is currently approximately 5 weeks long, this includes labs and approximately 6 structured field days. This is based on 6 classroom hour days.
67	1 4	4 of 36 13 of 36	How long is the current CPI curriculum (# hours/days)? How long does DCF/Office of Child Welfare want the revised CPI curriculum to be? What specific changes need to be made in the CPI curriculum CPI is currently approximately three weeks including labs. Changes to be made should be based on the recommendations from the work group (CPI Revision Summary) and any other work groups and reviews by the department.
68	1 4	4 of 36 13 of 36	What is specifically wrong with the current CPI curriculum that requires a redesign/redevelopment? In other words, what are the shortcomings of this curriculum? Please list each issue and why it is an issue. Please describe also what the desired outcome(s) of the redesigned/redeveloped CPI pre-service curriculum is as compared to the current outcome(s). See (CPI Revision Summary)

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69	1 4	4 of 36 13 of 36	<p>What is the current curriculum length (# of hours/days) for each of the following curricula:</p> <ul style="list-style-type: none"> • Core - 5 weeks (6 hour days) • Hotline N/A • Investigations (CPI) - 2 1/2 weeks (6 hour days) • Case Management - 2 1/2 weeks (6 hour days) • Adoptions - under development (anticipate 2-3 days) • Foster Care - 1 ½ weeks (6 hour days) • Legal N/A • Supervision (current) N/A • Supervision (new) N/A • Leadership N/A <p>The current Pre-Service curriculum consists of Core and three specialty tracks: CPI, Case Management/Adoptions and Licensing.</p> <p>Please confirm if legal will continue to be considered a portion of the pre-service curriculum or if it is a separate piece, not to be considered in our response to this solicitation.</p> <p>The current Pre-Service curriculum consists of Core and three specialty tracks: CPI, Case Management/Adoptions and Licensing. Legal is not to be considered for this solicitation.</p>																													
70	1 4	4 of 36 13 of 36	<p>In order for us to cost out the portion of this opportunity that is focused on ongoing maintenance of the preservice curriculum, it is important for us to understand what the expectation is / per year of the scope of the changes to be made in terms of the instructor-led portion of the curriculum.</p> <p>For each of the years of the contract, what is the estimated percentage of change for each of the pre-service curriculum instructor-led training elements, by curriculum (e.g., Core, Hotline, etc.), showing Year 1 through Year 5 of each curriculum. Please portray in some quantitative format.</p> <p>For example:</p> <table border="1" data-bbox="574 1289 1312 1482"> <thead> <tr> <th rowspan="2">Curriculum</th> <th colspan="5">Anticipated % Change from Original</th> </tr> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Core</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hotline</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Etc</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Ongoing maintenance is driven by laws, rules and policies and cannot be anticipated.</p>	Curriculum	Anticipated % Change from Original					Year 1	Year 2	Year 3	Year 4	Year 5	Core						Hotline						Etc					
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Core																																
Hotline																																
Etc																																
71	1 4	4 of 36 13 of 36	<p>It is our understanding that there is video utilized in some, if not all, of the current pre-service curriculum focuses (Core and specializations).</p> <p>What is the current number of minutes of video that is currently used in the preservice curriculum? Is there an expectation that changes will be required within the videos utilized, etc? If video has been utilized, who was the video producer (storyboard, shoots, etc.)?</p> <p>Please provide an expected percentage, or some other measure, of the scope of</p>																													

Question Number	RFP Section Number	RFP Page Number	Question/Comment																													
			<p>the video modifications per year in some kind of quantitative way, such as:</p> <table border="1" data-bbox="570 296 1308 457"> <thead> <tr> <th rowspan="2">Total Video</th> <th colspan="5">Anticipated % Change from Original</th> </tr> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Core</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hotline</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Etc</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>As of this date, the department has not developed videos for use in the curriculum. If videos are used, they are on the Center's for Child Welfare site, purchased or imbedded in the PowerPoints.</p>	Total Video	Anticipated % Change from Original					Year 1	Year 2	Year 3	Year 4	Year 5	Core						Hotline						Etc					
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Core																																
Hotline																																
Etc																																
72	1 4	4 of 36 13 of 36	<p>What is the current number of minutes of eLearning that are used within the preservice curriculum? Please list the titles and length of time per eLearning. Is there an expectation that the currently used eLearnings that are part of the preservice curriculum will need to be modified in any way over the lifetime of the contract? If so, please provide an expected percentage, or some other measure, of what will be modified per year in some kind of quantitative way, such as percentage or number of minutes:</p> <table border="1" data-bbox="570 827 1308 1016"> <thead> <tr> <th rowspan="2">Total eLearnings</th> <th colspan="5">Anticipated % Change from Original</th> </tr> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Core</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hotline</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Etc</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>As of this date, there are no eLearning used in the preservice curriculum.</p>	Total eLearnings	Anticipated % Change from Original					Year 1	Year 2	Year 3	Year 4	Year 5	Core						Hotline						Etc					
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73	1 4	4 of 36 13 of 36	<p>In order for us to cost out the portion of this opportunity that is focused on ongoing maintenance of the preservice curriculum, it is important for us to understand what the expectation is / per year of the scope of the changes to be made in terms of the practicum portion of the curriculum.</p> <p>For each of the years of the contract, what is the expected percentage of change for each of the pre-service curriculum elements, showing Year 1 through Year 5 of each curriculum. Please portray in some quantitative format.</p> <p>For example:</p> <table border="1" data-bbox="570 1478 1308 1667"> <thead> <tr> <th rowspan="2">Curriculum</th> <th colspan="5">Anticipated % Change from Original</th> </tr> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Core</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hotline</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Etc</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Ongoing maintenance is driven by laws, rules and policies and cannot be anticipated.</p>	Curriculum	Anticipated % Change from Original					Year 1	Year 2	Year 3	Year 4	Year 5	Core						Hotline						Etc					
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Question Number	RFP Section Number	RFP Page Number	Question/Comment
74	1 4	4 of 36 13 of 36	<p>If there is little to no way of being able to calculate the amount of changes expected per year in any of the curricular pieces in Questions #8, 9, 10 and 11, what are you specifically looking for in terms of how we would financially approach this piece? Are you looking for hourly rate for each role on the project or some other depiction? Do you want to have hourly rates for the instructional designers and other roles associated with upgrading the curriculum, or are you looking for a total estimated cost for updating each curriculum per year, based on your provided percentage estimates in Questions #8, 9, 10 and 11? Please describe.</p> <p>Funding will be limited for each fiscal year. If updates exceed that amount, then edits will be rolled over to the next fiscal year.</p>
75	1 4	4 of 36 13 of 36	<p>For any current eLearnings utilized within the preservice curriculum what is the development tool and version that was used (such as Adobe Captivate 8.0)?</p> <p>There are no eLearnings currently being used.</p>
76	1 4	4 of 36 13 of 36	<p>What is the expectation in terms of the development tool and version that we would use for the development or revision of any eLearning under this contract. Please be specific (such as Adobe Captivate 2017 or Articulate Storyline 360, etc.).</p> <p>If eLearning were to be added Adobe Captivate would be preferred.</p>
77	1 4	4 of 36 13 of 36	<p>Does ACTION for Child Protection continue to be the key provider of subject matter expertise and support related to the DCF / child welfare methodology?</p> <p>ACTION for Child Protection is a contracted provider. There are no required subject matter experts for this contract, however, it is important that subject matter experts are utilized.</p>
78	1 4	4 of 36 13 of 36	<p>Will ACTION for Child Protection be a required subject matter expert contributor for this opportunity, or is the DCF/Office of Child Welfare open to others who can provide subject matter expertise? Would the USF Center for Child Welfare be considered equal in terms of providing subject matter expertise? Who else would be considered equal to ACTION for Child Protection in terms of providing SME support beyond ACTION for Child Protection? Is a statement of the winner's willingness to work with the SME sufficient in the RFP proposal response, or does DCF require a letter of support by ACTION or any other equal SME within the proposal?</p> <p>See #15</p>
79	1 4	4 of 36 13 of 36	<p>If ACTION for Child Protection is the primary SME authority, are they required to work with whoever wins this contract? Does DCF/Office of Child Welfare require that this or any other SME organization provide a letter of commitment to the project (if funded), including hourly rate, to work with whoever wins this contract as part of this RFP/proposal process?</p> <p>See #15</p>
80	1 4	4 of 36 13 of 36	<p>Is the predominant focus of the child welfare practice model still on Safety? To what extent is the risk methodology from the 2014 version of the pre-service curriculum utilized within the current practice model? What specific changes have been made in the practice model and safety and risk methodologies since the June, 2014 version of the pre-service curriculum?</p> <p>Rules and policies have been updated and implemented to support child welfare practice since the last version of the CPI curriculum was released in 2015. The practice model is still based on safety and risk.</p>

Question Number	RFP Section Number	RFP Page Number	Question/Comment
81	1 4	4 of 36 13 of 36	<p>In Section 1.1 it states '...development of the FSFN training...'. Does this include 'design' as well as development', or is there a design already in place? If the design is in place, please provide it.</p> <p>The FSFN curriculum has not been revised since 2012. Should you need access to the current curriculum, contact Valerie Carnett at Valerie.carnett@myflfamilies.com Valerie will request access for you from the Center for Child Welfare were our materials are house on a secure site.</p> <p>The "design" should be in alignment with the other Pre-Service materials.</p>
82	1 4	4 of 36 13 of 36	<p>Is there a specific plan at this time on how and where in the pre-service curriculum the FSFN training will be inserted? If so, please provide any current plan or description of the desired insertion points.</p> <p>An introduction and ongoing references to FSFN is made throughout Core, however, the majority of instruction on FSFN would be in the Specialty tracks which would be the provider's responsibility to identify.</p>
83	1 4	4 of 36 13 of 36	<p>What is the anticipated timeline for the design/development of the FSFN pre-service curriculum? What is the anticipated timeline for the design/redevelopment of the CPI curriculum?</p> <p>It is expected that the curriculum will be developed and ready for review by the end of year two.</p>
84	1 4	4 of 36 13 of 36	<p>Does DCF/Office of Child Welfare (or other relevant office within DCF) have a required or suggested approach on how to evaluate and/or modify the existing pre-service curriculum?</p> <p>Evaluation and revisions based on surveys, work groups and laws, policies and operating procedures are recommended.</p>
85	1 4	4 of 36 13 of 36	<p>Does DCF/Office of Child Welfare prefer to have the USF Center for Child Welfare involved in the updating of the pre-service curriculum?</p> <p>The USF Center for Child Welfare will be the host location for the posting of the curricula; however, there are no required involvements for this contract.</p>
86	1 4	4 of 36 13 of 36	<p>Can you please make available access and ability to review the current Pre-Service Curriculum, eLearnings, and Videos?</p> <p>Should you need access to the current curriculum, contact Valerie Carnett at Valerie.carnett@myflfamilies.com Valerie will request access for you from the Center for Child Welfare were our materials are house on a secure site.</p>
87	1 4	4 of 36 13 of 36	<p>Will DCF/Office of Child Welfare want to have new video segments for the redesign/development of the CPI curriculum? If so, what is the number of minutes desired for this video and what would be the recommended focuses for this video? Will this video be replacing existing CPI video? If so, why? If video is utilized within the current CPI curriculum, who was the video production company / group that storyboarded and developed the final video(s)?</p> <p>Videos are not being used at this time for the Pre-Service curriculum and are not a scope of this project.</p>

Question Number	RFP Section Number	RFP Page Number	Question/Comment
88	1 4	4 of 36 13 of 36	<p>We assume that the responsibility for the curriculum does not in any way include delivery of face-to-face training (e.g., providing trainers, including travel, etc.). Is this a correct assumption for this RFP?</p> <p>C-1.1.3.4 Conduct a minimum of four statewide instructor-led Train-the-Trainer sessions on the new FSFN curriculum within two months of the release of the new FSFN curriculum.</p> <p>C-1.1.3.5.2 Conduct a minimum of one Train-the-Trainer session for new trainers on the completed FSFN curriculum on an annual basis.</p>
89	4.2 4.2.4 4.3	12 of 36 13 of 36 15 of 36	<p>Are there any page limitations for the executive summary, the programmatic proposal, or the financial proposal? If so, what specifically are they?</p> <p>No</p>

CPI REVISION SUMMARY

Module	Page number	Beginning of the Section	End of Section	Changes Made
1	TG p. 4	Beginning of Unit 1.1	End of Unit 1.1	Add a trainer note that states that the trainer has the ability to evaluate the need for completing Unit 1.1 because it is a refresher of CORE. Keep in mind the time lapsed from CORE being taught.
1	TG p. 5	Activity: Core Competencies	End of Activity	Change from activity to a large group discussion using flip chart to detail out core competencies/skills used by a CPI. Have curriculum list out what they are and then have discussion as to how they are used and why they are important.
1	TG p. 5	Activity: Core Competencies Trainer instructions	End of Trainer Instructions	Delete instructions and ask trainees "What do you think are core competencies that a CPI needs?"
1	TG p. 5	Activity: Core Competencies	End of Activity	Add trainer endorses things such as cultural sensitivity, aware of own bias, etc.
1	TG p. 5	Activity: Core Competencies Trainer Instructions	End of Trainer Instructions	Add the instruction: List on the flip chart and then discuss why it is important to the role of a CPI and how the competency is used by a CPI
1	TG p. 6	Activity: Core Competencies Activity Notes	End of Activity Notes	Delete chart and change chart to a section for notes.
1	TG p. 10	Trainer Note at bottom of page	End of Trainer Note	Change directions to have the trainees talk about what the items look like that are depicted within the tree based on their field experiences and observations. This would be based on the 4 global categories of Safety, Permanency, Child Well-being, Family Well-being and the then the 7 professional practices.
1	TG p. 11	"The process is intake, assessment (present and impending danger)..."	End of bulleted list	Delete this out as it is already in the paragraph above. Listed out in PG already also.
1	TG p. 11	"Please turn to PG: 7, Safety Methodology Flowchart."	End of these directions.	Replace PG page number with ARM page number because the chart should be in ARM, not PG.
1	TG p. 23	Activity: Determining the Focus of Your Family Functioning Assessment Answer Sheet	End of activity's answer sheet	Add in discussion of debrief as to the justification for the determination and the critical thinking that must go into the decision.
1	TG p. 23	Activity Answer Sheet: 1a. How many FFA's should there be?	End of this question.	Change answer to "One" instead of "two". Add trainer note Need to assess together as they are functioning as one household now. Within FSFN services may want as separate due to electronic system restrictions, but on the investigation end need to evaluate system functioning and not compartmentalize it.
1	TG p. 23	Activity Answer Sheet 1b. Who would be included in the FFA?	End of this question.	Add Trainer Note that says: All household members on the case as they are functioning as one household for caregiving roles.

CPI REVISION SUMMARY

Module	Page number	Beginning of the Section	End of Section	Changes Made
1	TG p. 23	Activity Answer Sheet 2a. How many FFA's should there be?	End of this question.	Explanation that the father is a household member, caregiver and will be returning to the home so his capacities must be evaluated.
1	TG p. 23	Activity Answer Sheet: 3a. How many FFA's should there be?	End of this question.	Explanation is that Jimmie is a frequent visitor and he has caregiving responsibility based on the child's view of him.
1	TG p. 23	Activity Answer Sheet: 3a. How many FFA's should there be?	End of this question.	Explanation is that within Practice Guidelines they reside in two different homes and do not reside together.
1	TG p. 23	Activity Answer Sheet: Following question 4.	End of Question 4.	Add scenario #5. Jane lives with her husband and two children in a home with three other families. She is alleged to use cocaine on a regular basis and has anger outbursts in the home. Through the investigation it is determined that she is not in a caregiving role for the other children but her violent outbursts are occurring in the home environment around the other children. a. How many FFA's should there be? (4) b. Who should be included? (Jane, her husband and two children, Jane and family 1 other type, Jane and family 2 other type, Jane and family 3 other type)
1	TG p. 24	"Can anyone give me the definition or an example of these investigation types?"	End of question.	Add copies of the other assessments such as institutional/child on child/PNA to the ARM
1	TG p. 25	"When you have reason to believe that the parent or legal guardian will not take sufficient protective actions..."	End of bullet.	Add example that if the maltreater is the babysitter and there are concerns regarding maltreatment of the child yet the parents report that they will continue to use the babysitter thus leaving the child in a dangerous situation.
1	TG p. 26	"Are there any questions/comments about investigation types?"	End of question.	Insert items on Response times here from page 31 below
1	TG p. 26	"So let's go back to the flowchart..."	End of sentence.	Insert here: The Hotline intake will also begin to assess the six domains. The domains are the standards threaded throughout the case. They are designed to help you gather relevant information and facts to assess, analyze, and develop immediate protective actions to manage danger threats to child safety.
2	TG: p. 5	Activity: Case Flow Recall	End of activity.	Change to flip chart discussion.
2	TG p. 6	"We will begin this module with a review of the Florida Child Welfare..."	End of sentence.	Replace PG page number to ARM page number.
2	TG p. 14	Slide 2.1.7	Entire slide.	Remove picture from slide

CPI REVISION SUMMARY

Module	Page number	Beginning of the Section	End of Section	Changes Made
2	TG p. 16	Paragraph that begins "Florida's Child Welfare Practice Model puts a premium on planned..."	End of paragraph.	Delete paragraph.
2	TG p. 17	Investigative Response Checklist	End of checklist.	Move to ARM.
2	TG p. 27	Activity: What is Missing?	End of activity.	Recommend using Croft, not Hall.
2	TG p. 33	Hall Intake Report	End of Intake Report	Omit.
2	TG p. 40	Display Slide 2.1.14	End of Working with Legal and Law Enforcement Section	Move section to before activity on Legal and Law Enforcement involvement.
2	TG p. 60	"Now, let's say there is an open case and a new baby is born into the family..."	End of paragraph.	Add in trainer note, "New baby or new child does not necessarily require a new report to be called in. Interventions up to and including removal can occur without a new investigation being generated.
2	TG p. 61	"Unfortunately, children die at the hands of their parents or caregivers and, even more unfortunately, some die while they are in our care..."	End of paragraph.	Add in Trainer guidance that if it is the only child that dies a full FFA is not required due to the parent not being in a parenting role now.
2	TG p. 67	End of page 67.	End of page 67.	Add bullets on intervention and services. What are the items that we are required to do on these cases: (a) Services for the aggressor child (b) Services for the victim (c) Reference items in 39.307
2	TG p. 71	Activity Chart	Entire chart.	Remove the evaluation column.
2	TG. p. 82	End of module.	End of module.	Add in review of the assessment tools for a walk through for the types of institutional, COC, PNA, PCNA. Need to develop trainers guide reference to best practice and what to include/evaluate in each section.
3	TG p. 8	"You may, during the course of gather information..."	End of page 8.	Remove this section as it is not appropriate here.
3	TG p. 13	Display Slide 3.1.5	End of page 19.	Move section to before the Commencement Interviewing Order slide.
3	TG p. 33	Trainer Note: Have participants go..."	End of trainer note.	Trainer note that present danger can still be found when the child is in the hospital or the maltreater is in the hospital or in jail. Their absence of contact does not negate present danger. It can be part of the safety plan to control the identified danger threat.

CPI REVISION SUMMARY

Module	Page number	Beginning of the Section	End of Section	Changes Made
3	TG p. 54	Question: What would be a benefit of doing observations in the home versus observations at school?	End of question and endorse.	Move with endorse to page 56 below after the question after "what would you endorse under What apprehension do you have about making these observations.
3	TG. 61	Question What cultural considerations...	End of 2nd question: What can impact observations ?...	Remove question but keep points for discussion on the application of culture to investigations.
3	TG p. 61	"How would the setting...?"	End of list of questions.	Remove questions.
3	TG p. 63	Display slide 3.3.6	Entire slide.	Take out FSFN info, but still address how important it is to document.
3	TG p. 63	"FSFN documentation requires inputting all case related information related to..."	Entire paragraph.	Remove.
3	TG p. 63	Display slide 3.37	End of module.	Delete everything; it is all covered in CORE.
4	TG p. 5	"Turn to PG: 4-5, for a blank copy..."	End of sentence.	Change to page number in ARM, not PG.
4	TG p. 7	Child Present Danger Assessment	End of Present Danger Assessment.	Added to ARM.
4	TG p. 9	"Endorse: "Immediate" for present danger means that danger in the family..."	End of Endorse section.	Add trainer note that immediate can be just happened, happening now or happens all the time. One does not have to walk in on the violent incident to meet the criteria for immediate.
4	TG p. 9	"Endorse: "Immediate" for present danger means that danger in the family..."	End of Endorse section.	Add reminder trainer note that the location of the maltreater or child does not negate present danger. (jail, hospital, etc...)
4	TG p. 14	"In no, what is your rationale?"	End of question. (Question is on each scenario for activity.)	Omit "If no".
4	TG p. 23	"The ability to develop and implement an effective safety plan..."	Last sentence in section: "If it is determined that an in-home plan	Trainer note add in: in-home safety planning is to be completed when it is possible. Least intrusive can be a removal if that is what it takes to control the danger threats that are present.

CPI REVISION SUMMARY

Module	Page number	Beginning of the Section	End of Section	Changes Made
			will not keep the child safe..."	
4	TG p. 23	"Who can tell me what family-made arrangements are?"	End of question.	Add note to reference Practice guidelines.
4	TG p. 23	"Refer participants to Safety Methodology Practice Guidelines..."	End of sentence.	Highlight as a trainer note to ensure that it is completed.
4	TG p. 34	Child Safety Plan document.	End of document.	Need to include actions such as visitation.
4	TG p. 37	Activity: CLS Staffing Role-Play	End of activity.	Instead of role play, discussion on what is observed in the field that relates to PD and how it was determined if had or did not have.
4	TG p. 38	Display slide 4.2.11	"Trainer Note: Locate the following link..."	Move this section to the last page of 4.1 for flow purposes.
4	TG p. 39	Title of Unit 4.3: Temporary Removal...	Unit overview	Change word "temporary" to "emergency".
4	TG p. 42	Activity Instructions	All of activity instructions.	Add in discussion of reasons for decision to shelter or not.
4	TG p. 43	End of activity	End of activity.	Add in activity Shelter Protocol details and incorporate the details here.
4	TG p. 44	Display slide 4.3.5	End of trainer note following slide.	Move slide and trainer note to immediately above the shelter protocol activity.
4	TG p. 60	Unit 4.5: Patently Unfounded Investigations	Entire unit.	Unit seems to be just thrown in this module and would be better fir in Module 2.
5	TG p. 53	Activity: Did You See What I Saw?	Entire activity.	Delete activity.
6	TG p. 9	Activity: Case Scenario	Entire Activity.	Delete this activity and move to page 28.
6	TG p. 14	Child Present Danger Assessment	End of Present Danger Assessment.	Delete from PG and TG.
6	TG p. 20	Activity: Mock FFA	Entire activity.	Delete activity. Had the class write their own version of the Croft case, provided intake, notes, PDA, then they determine impending danger. FFA was done by each with the same information provided for review.
6	TG p. 32	Guide for Integrating the Safe and Together Model	Entire guide.	Remove from here. Look to move to CORE.

CPI REVISION SUMMARY

Module	Page number	Beginning of the Section	End of Section	Changes Made
6	TG p. 71	Display Slide 6.2.11	End of Trainer Note with YouTube link.	Delete content from slide to trainer note.
7	TG p. 1	Entire module	Entire module.	Module is a review of a lot of information previously discussed. Need to condense and weed through things that are just review.
7	TG p. 20	Activity: Case Scenario 1	Trainer Instructions	Have class finish the Mock FFA of Croft. (Risk assessment tool explained in CORE as its own entity without using the Croft case, but use of examples of application including the 10 questions on neglect and abuse in a short scenario format.)
Lab 1	TG p. 3	Display Slide 1.1.3	End of page 8.	Delete pages 3-8, besides "Endorse" on page 4. Introduce intake. Do hands on open discussion and writing.
Lab 1	TG p. 7	Definitions...	End of list of definitions	Delete. Already discussed.
Lab 1	TG p. 16	"1. What are the specific allegations identified..."	Entire Question 1.	Delete.
Lab 1	TG p. 16	"2. What key pieces of information..."	End of Question 7.	Change numbering of questions now that 1 has been deleted..
Lab 2	TG p. 2	Learning Objectives: "1. Demonstrate skills for dealing with..."	End of point 1.	Delete first learning objective.
Lab 3	TG p. 39	Analysis of Completed FFA- Investigation, Safety Analysis Worksheet	Entire worksheet.	Change activity to Assign Safety Analysis Question

Safety Intervention Across the Florida Child Welfare Practice

Hotline Assessment:
Identify and Screen In Primary Service Population

- Hotline Assessment seeks to screen in cases and determine response times where reported information indicates that maltreatment may have occurred and/or there are indications that children may be unsafe due to Present or Impending Danger.

CPI Family Functioning Assessment:
Problem Identification

- Collect information related to Maltreatment, the surrounding circumstances, child functioning, adult functioning, parenting general and parenting discipline.
- Determine Impending Danger and Diminished Caregiver Protective Capacities.
- Establish sufficient Safety Plans.

Ongoing Family Functioning Assessment:
Determine What Must Change

- Engage caregivers to facilitate change.
- Discuss reason for case opening and develop "Danger Statement".
- Promote family self-determination: raise self-awareness regarding danger and caregiver protective capacities.
- Co-construct case plan with family to establish:
 - Family Goal
 - Outcomes to achieve change/enhance/caregiver protective capacities
 - Address child well-being needs.
- Revise/manage Safety Plans.

Safety Plan and Case Plan Evaluation:
Measuring Progress for Change

- Continue to engage caregivers, promote personal choice; raise self-awareness and facilitate change.
- Focus on progress related to goals and outcomes for change: Enhancing Diminished Caregiver Protective Capacities.
- Assess effectiveness of change strategies.
- Safety Management:
 - Status of Impending Danger
 - Safety Planning Analysis
 - Least Intrusive Safety plan.

Anticipated Intervention Outcomes:
Case Closure – Child Safety, Permanency and Well-being

- In the absence of impending danger and demonstrated Enhanced Caregiver Protective Capacities, close the case.
- If reasonable efforts to improve diminished protective capacities have been provided but cannot be achieved in the required time frames, alternative permanency for child is arranged.

Licensing Track, Pre-Service Curriculum

Module	Objectives
<p>Module 1: Overview of Licensing</p>	<p>Module Overview: This module provides an overview of the purpose and goals of foster care licensing and the role of the Licensing Specialist. As this module serves as a foundation for the licensing course, we will cover many of these elements in greater detail in upcoming modules.</p> <p>Unit 1.1: Introduction to Licensing Overview: The purpose of this unit is to provide an overview of the role of foster care licensing in child protection, the importance of understanding the children we serve, and partnership expectations supported by Florida’s Child Welfare Practice Model. Objectives:</p> <ol style="list-style-type: none"> 1. Describe the purpose and goal of foster care licensing. 2. Describe the types of circumstances that would bring children into licensed care. 3. Describe different types of licensed settings and placement types. 4. Explain the role of foster care licensing as it relates to the family-centered practice. 5. Recognize the importance of quality parenting and establishing a relationship with foster parents as partners. 6. Explain the role of the foster care Licensing Specialist with other members of the child welfare team. <p>Unit 1.2: Licensing Laws Overview: The purpose of Unit 1.2 is to give an overview of the licensing laws designed to protect children in licensed care. Objectives:</p> <ol style="list-style-type: none"> 1. Explain how law and statute protect children in licensed care. 2. Identify the focus of the licensing requirements in Chapter 39, F.S.; Section 409.175, F.S.; Chapter 65C-13, F.A.C. and DCF Operating Procedures. 3. Describe how Chapter 65C-13, F.A.C. maintains the integrity the licensing process. <p>Unit 1.3: The Role and Skills of Assessment Overview: The purpose of Unit 1.3 is to explain how assessment is an ongoing and mutual process that is fully woven within the fabric of a Licensing Specialist’s job. Objectives:</p> <ol style="list-style-type: none"> 1. Define ongoing and mutual assessment. 2. Identify the phases of assessment and explain how these phases relate to the licensing process.

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Module 2: Collaboration and Partnership for Children	<p>Module Overview: The purpose of this module is to provide an overview of several important roles a foster parent plays and the steps a Licensing Specialist should take to support foster parents. These roles include participating as a professional member of the team, working with birth parents, trauma-sensitive care, creating and maintaining normalcy, and preparing for transitions. A major focus of the module will be on the behaviors and needs of children and youth in out-of-home care. By understanding behaviors and needs of children and youth, we gain a deeper understanding of the qualities we seek in foster parents, how the team can support foster parents, and how foster parents can be best matched with children and youth.</p> <p>Unit 2.1: The Support Team</p> <p>Unit Overview: The purpose of Unit 2.1 is to define the support team in terms of who they are and the services they provide. In addition, the process by which support team members and foster parents support and communicate with one another is highlighted.</p> <p>Objectives:</p> <ol style="list-style-type: none">1. Identify the foster parent’s support team, describe how to access them, and explain when they are needed.2. Explain the importance of working with and assisting dependency Case Managers.3. Explain the importance of establishing a relationship with foster parents as partners, especially regarding the significance of ongoing support and communications.4. Explain how each role contributes to the child’s safety and interconnects with other roles to achieve the desired outcomes for the child. <p>Unit 2.2: Co-Parenting and Partnership with Birth Parents</p> <p>Unit Overview: The purpose of Unit 2 is to explain to participants how to support foster parents by facilitating their relationships with birth parents.</p> <p>Objectives:</p> <ol style="list-style-type: none">1. Describe techniques to assist foster parents in meeting and establishing relationships with caregivers.2. Discuss the requirements of foster parents participate in all case activities.3. Explain how to assist foster parents when difficulties develop during involvement with birth parents.4. Explain a situation in which foster parents would not be involved with birth parents.5. Discuss the Licensing Specialist’s role in supporting co-parenting.
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Licensing Track, Pre-Service Curriculum

	<p>Unit 2.3: Working with Foster Parents to Mangle Children’s Behavior and Meet their Needs</p> <p>Unit Overview: The purpose of Unit 3 is to discuss the important aspects of parenting children in out-of-home care. In particular, the intent of the unit is to facilitate the participants’ understanding and sensitivity to the effects of trauma on a child and on the foster care family when a child who has experienced trauma has transitioned to foster care. The unit also focuses on how to provide normalcy for a child. The unit explores the ways Licensing Specialists and the team can support foster parents in this critically important role including how to prevent disruption and when to offer specialized therapeutic care.</p> <p>Objectives:</p> <ol style="list-style-type: none">1. Explain the role of Licensing Specialists in understanding children’s behaviors and supporting foster parents.2. Define secondary trauma and how it impacts Licensing Specialists and foster parents.3. Explain how to work with the team to minimize trauma to a child during placement.4. Explain the challenges foster parents may experience in working with a child exhibiting evidence of trauma-related behavior and how the Licensing Specialist can assist with facilitating collaboration to manage these challenging behaviors.5. Define and explain the policy and practice expectations of normalcy in the life of a child in foster care.
<p>Module 3: Recruiting and Licensing Foster Parents</p>	<p>Module Overview: The purpose of this module is to provide an overview of the licensing process and how to respond to issues related to licensing approval.</p> <p>Unit 3.1: Recruitment and Inquiry</p> <p>Unit Overview: The purpose of Unit 3.1 is to explore the recruitment and inquiry process, including how foster homes are recruited, the steps foster parents must take, and the basic requirements foster parents must meet in order to be recommended for licensure.</p> <p>Objectives:</p> <ol style="list-style-type: none">1. Identify and explain strategies for identifying and recruiting foster homes that will accept traditional, enhanced, therapeutic, medical placements.2. Identify the steps involved in the inquiry process.3. Describe in general the necessary qualities and requirements of a foster parent. <p>Unit 3.2: Initial Licensing</p> <p>Unit Overview: The purpose of Unit 2 is to explain to participants the requirements and process for initial licensing of foster homes.</p>

Licensing Track, Pre-Service Curriculum

	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the steps involved in the initial licensing process. 2. Demonstrate the strategies to gather information about the strengths and needs of the family. 3. Identify strategies for resolving common approval problems. 4. Explain the importance and process of collecting and documenting proof of compliance. 5. Explain grounds for denial and demonstrate the strategies to work with potential foster parents to resolve these issues. 6. Identify and discuss the impact of various state laws that affect interstate approval. 7. List and explain each of the minimum standards for foster homes.
<p>Module 4: Placement, Retention and Re-licensing</p>	<p>Module Overview: The purpose of this module is to provide an overview of the placement, retention and re-licensing processes.</p> <p>Unit 4.1: Placement, Retention and Re-licensing</p> <p>Unit Overview: The purpose of Unit 4.1 is to explore the placement, retention and re-licensing phase of assessment and licensing including how children are matched to foster homes, how to assess for strengths and needs in order to provide support and training, and the steps foster parents must take and the requirements parents must meet in order to be eligible for re-licensure. Licensing Specialists are expected to use professional judgment to ensure that on-going assessments are conducted and supports are provided to prevent placement disruption and encourage foster home retention.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain the importance of matching a specific foster home to a child’s needs and strengths, whenever possible. 2. Identify the types of transitions a child in the foster care system may experience on his/her personal journey towards permanency. 3. Identify strategies for maintaining foster homes. 4. Identify continuing supports for foster parents. 5. Identify common disruptions and supports to prevent these from occurring. 6. Summarize and explain the requirements, procedures and documents required for re-licensing foster homes. 7. Explain the importance of and requirements for home visits. 8. Identify eligibility requirements for completing the re-licensing process with intent to issue a three-year license. 9. Explain the possible issues resulting from incomplete re-licensing assessment.

Licensing Track, Pre-Service Curriculum

	<p>Unit 4.2: Foster Parent Development</p> <p>Unit Overview: The purpose of Unit 2 is to provide an overview of the process by which Licensing Specialists plan and prepare development opportunities for foster parents.</p> <p>Objectives:</p> <ol style="list-style-type: none">1. Explain the stages of development and how to evaluate a foster parent to determine what their training needs are.2. Identify development options available to prepare and support foster parents.3. Explain the purpose of and steps for developing and using a Professional Development Plan with foster parents.4. Identify strategies for effective coaching.5. Explain strategies for best practices in training delivery and development.6. Identify other training opportunities to which families may be referred.7. Given a scenario, evaluate a family to determine a family's training needs and select the appropriate training for them.8. Prepare and deliver a training presentation for foster parents.
<p>Module 5: Resolving Foster Parent Concerns</p>	<p>Module Overview: The purpose of this module is resolve concerns identified in a foster home and to address foster parent concerns and motivation.</p> <p>Unit 5.1: Reporting and Responding to Concerns in Foster Homes</p> <p>Unit Overview: The purpose of Unit 5.1 is to review the primary events and elements of reporting and responding to concerns in the foster home including calls to the Hotline which lead to investigations and foster care referrals.</p> <p>Objectives:</p> <ol style="list-style-type: none">1. Distinguish between a report of abuse/neglect and a foster care referral.2. List and explain the steps professionals must take when a report to the Hotline results in a foster care investigation.3. List and explain the steps professionals must take when a report to the Hotline results in a foster care referral.4. List and explain types of problem situations that may need to be resolved.

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Unit 5.2: Techniques to Manage Problems

Unit Overview: The purpose of Unit 5.2 is to provide an overview of the events surrounding cases where license revocation is deemed necessary. Specifically, participants will review foster care problem situations requiring resolution and the types of concerns a foster parent might have. In addition, participants will learn how to use corrective action plans and performance improvement plans as a response to problem resolution.

Objectives:

1. Determine how to recognize when a foster parent's motivation is lacking or questionable and explain how to handle this.
2. Define and explain the purpose of a corrective action plan.
3. List and explain each element of a corrective action plan.
4. Write a corrective action plan.
5. List possible concerns a foster parent might express, and ways to address each type of concern.
6. List and describe each step required for license revocation.
7. List and explain the basic procedures of a Chapter 120 hearing pursuant to Florida Statutes.

THE FLORIDA STUDY OF
PROFESSIONALS FOR

SAFE FAMILIES



CONTACT US

Questions or comments regarding findings can be directed to the FSPSF Principal Investigator, Dr. Dina Wilke, at dwilke@fsu.edu or (850) 644-9597.

TRANSITIONING FROM TRAINING TO INDEPENDENT WORK: IMPACTS ON EARLY TURNOVER

OCTOBER 2017

BACKGROUND

Effective training and preparation are important as new child welfare workers begin their work with families at risk of maltreatment. Child welfare workers must understand the complex social problems affecting vulnerable children and families; employ interviewing, assessment, and case management skills; and deliver individualized, skilled services.^{1,2} Pre-service training begins the process of developing these skills. Organizations shape the knowledge and expectations of new workers through training, which often includes didactic classroom experiences and opportunities for new hires to shadow and learn from more experienced workers. Content delivery strategies, skill development opportunities, and the amount and structure of days in the field all influence preparedness for child welfare work. Moreover, investment in training can decrease turnover,^{3,4} a significant national priority to impact the effective delivery of services to children and their families. Thus, practices that increase worker confidence and competence to provide services are important areas to address.

TRAINING CONTEXT

In Florida, multiple groups of workers typically come together in a centralized location for the classroom-based portion of pre-service training. As an example, training for child protective investigators is generally organized around a judicial circuit, which may bring together workers assigned to as many as five or six different county service centers. Dependency case managers have a similar structure of training in a centralized location and casework in different local agencies. This semi-centralized training model may introduce challenges when workers begin to apply classroom learning within individual agency environments.

METHODOLOGY

The Florida Study of Professionals for Safe Families is a longitudinal study of newly-hired child welfare workers throughout Florida. Participants were eligible if they were 1) involved in pre-service training; and 2) working toward Florida certification as a Child Protective Investigator or Dependency Case Manager. Baseline data were collected between September 2015 and December 2016, with 86% of newly hired workers across Florida completing initial surveys ($N = 1,501$). Participants completed a second survey six months following baseline data collection, and 87% of the original sample responded ($n = 1,306$). The six-month time period represents approximately two to three months of pre-service training and three to four months of casework with children and families.

Data for this analysis focus on the transition experiences of new workers leaving pre-service training and beginning casework in their employing agency or service center, hereinafter referred to as agency. Study participants were asked about the availability of specialized mentoring as they began caseload responsibilities, the number of cases received in the first week providing services, and perceptions of the consistency between agency practice and education received during classroom-based training. This information was used to predict departure (turnover) within the first six months of employment, a group of workers referred to as “early leavers.” Chi-square and *t*-test analyses were used to detect differences between early leavers and those who remain. Logistic regression was used to predict the likelihood of early departure.

FINDINGS AND RECOMMENDATIONS

FINDINGS

Overall, 18% of study participants left their agencies within the first six months ($n = 235$). Early leavers were older and had more prior work experience in any field than those who remained in their child welfare jobs. There were no significant differences in coping strategies, satisfaction with pay or benefits, support received from supervisors and co-workers, or previous child welfare work experience between the two groups. However, early leavers and those who remained significantly differed on all three measures of transition experiences. Fewer early leavers received specialized mentoring when beginning their caseload responsibilities than those who remained (56% and 70%, respectively). Caseload sizes for all workers in their first week of casework ranged from 0 cases assigned to 27 cases, and on average, early leavers reported a higher initial caseload than those who remained (3.2 cases vs. 2.5 cases, respectively). Early leavers also reported more discrepancies between information provided in training and actual agency practice; 54% of early leavers indicated that agency practice was rarely or not at all consistent with training information compared to 30% of those who remained.

Workers' transition experiences also predicted the likelihood of early departure. After controlling for a worker's personal background, each additional case assigned the first week of casework increased the likelihood of departure by the six-month period by 8%. This suggests that a worker assigned 10 cases in the first week following training was 80% more likely to leave than a worker assigned no cases. Further, compared to workers who indicated training was completely consistent with agency practice, those who said it was rarely consistent were 90% more likely to leave, while those who said agency practice was not at all consistent with training were 400% more likely to leave within the first six months of employment.

RECOMMENDATIONS

The transition period from a centralized classroom training experience to agency-based casework is often a stressful one. Policies and practices that support workers during this transition time are an important strategy to reduce early turnover. Specific recommendations include:

- Incorporate opportunities for agency-specific policy and procedure training during the standardized pre-service training calendar;
- Identify specific agency representatives to serve as liaisons with pre-service training staff to inform content development and delivery, and oversee agency-based field days when trainees are shadowing current workers;
- Identify specific agency representatives to serve as educators, mentors, or advocates for new hires transitioning to casework;
- Carefully monitor the early workload of new hires and develop processes to insure agency guidelines regarding case assignment are being followed.

¹ Franke, T., Bagdasaryan, S., & Furman, W. (2009). A multivariate analysis of training, education, and readiness for public child welfare practice. *Children and Youth Services Review*, 31(12), 1330–1336.

² Nguyen, L. H. (2013). Using return on investment to evaluate child welfare training programs. *Social Work*, 58, 75-79.

³ Children's Defense Fund, & Children's Rights. (2006). *Components of an effective child welfare workforce to improve outcomes for children and families: What does the research tell us?* Retrieved from <http://www.childrensdefense.org/library/data/components-of-an-effective-child-welfare-workforce.pdf>

⁴ Collins, M. E., Amodeo, M., & Clay, C. (2007). Training as a factor in policy implementation: Lessons from a national evaluation of child welfare training. *Children and Youth Services Review*, 29(12), 1487–1502.

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