Institute for Community Health Promotion

Collaborative Research Initiative

2015 Faculty and Staff Recruitment Book

“One Community, Our Community in Lifelong Health”

William F. Wieczorek, Ph.D.,
Director-ICHP

Kelly S. Marczynski, Ph.D.,
Assistant Director-ICHP

Gail M. Daniels, M.S. Ed. Adm.,
Senior Manager-CRI
Faculty and Staff Recruitment Book for 2015 Collaborative Research Initiative Projects (version December 1, 2014)

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A Message to SUNY Buffalo State faculty and staff from
Dr. Mark Severson,
Special Advisor to the Provost for Academic Research Initiatives

Re: Collaborative Research Initiative opportunities, November 2014

I am pleased to announce the SUNY Buffalo State Institute for Community Health Promotion (ICHP) Collaborative Research Initiative (CRI). The CRI is specifically designed to be a campus-wide effort to support faculty and staff professional development in research and scholarship. ICHP was founded in January of 2014 to integrate two historically successful centers: the Center for Health and Social Research (CHSR) and the Center for Development of Human Services (CDHS). CRI is the interdisciplinary research enterprise for the new Institute.

One major goal for the CRI is to redesign the former CDHS College Partnership Program so that it is fully aligned with institutional priorities and the professional development needs of faculty and staff. Participation in the CRI can be a means of supporting the development of your professional career, and should be coordinated with the input and support of your dean, department chair, or supervisor.

The ICHP CRI Faculty and Staff Recruitment Book provides details on how to become involved. The mission of ICHP is to support the development of healthy communities and individuals across the lifespan; this broad mission allows for a very wide variety of research opportunities for faculty and staff in nearly every field. CRI professional staff from CDHS and scientific staff from CHSR will work with you to develop a work plan that includes outcomes aligned with your career goals (e.g., papers, publications, grant opportunities) while also being aligned with the needs of ICHP sponsors (e.g., New York State Office of Children and Family Services, Office of Temporary and Disability Assistance, Erie County Social Services, and others).

All faculty and staff are encouraged to apply to participate in CRI, especially those who have previously worked with the CDHS College Partnership Program. Please do not hesitate to contact Dr. William Wieczorek (878-6137, wieczowf@buffalostate.edu), Dr. Kelly Marczynski (878-6137, marczyks@buffalostate.edu) or Ms. Gail Daniels (878-4816, danielgm@buffalostate.edu) if you have any questions or need additional information about participating in CRI.
A Message to SUNY Buffalo State faculty and staff from Dr. William Wieczorek, Director of the Institute for Community Health Promotion

Re: Collaborative Research Initiative opportunities, November 2014

I am inviting all interested faculty and professional staff to apply to participate in the Institute for Community Health Promotion (ICHP) Collaborative Research Initiative (CRI). CRI is an outgrowth of the formation earlier this year of ICHP. ICHP is the entity that integrates the expertise of the Center for Development of Human Services (CDHS) and the academic focus of the Center for Health and Social Research (CHSR). CHSR has a record of success in health research and community health programs, while CDHS is known for its success in developing sophisticated training for social services organizations (notably those working with some of the most distressed families and children in New York State) and related technical support.

The ICHP vision (One Community, Our Community in Lifelong Health) and mission (supporting the development of healthy communities and individuals across the lifespan) were developed to be inclusive of the work of both centers, as well as to create a shared long-term emphasis on meaningful outcomes. This vision/mission is well aligned with the focus of SUNY Buffalo State with a collective goal of education and training, including higher education, to maximize well-being and develop the full potential of every person and community. President Conway-Turner’s commitment to engagement, excellence, and social responsibility is a tangible expression of our institutional role.

CRI builds on relationships that were developed by both Centers and by the former CDHS College Partnership Program. Gail Daniels and her talented staff will be assisted by scientists from CHSR, professional staff from CDHS, and input from our funders to identify short- and long-term research projects. Note that multi-year projects were rare in the past, but are expected to become a mainstay of CRI. I will personally participate in the development of each project and utilize my experience in developing multidisciplinary teams to focus on major research topics. This orientation for CRI has the support of our major New York State partners (the Office of Children and Family Services (OCFS), and the Office of Temporary and Disability Assistance (OTDA)). OCFS has just introduced the draft of a new child welfare practice model, which highlights the breadth of the potential supportive research that will be needed. The outputs from your participation in CRI (papers, publications, new grant applications, etc.) will be aligned with your professional development.
Participation in CRI is an institutionally-endorsed approach to developing your professional research portfolio, for both academic faculty and professional staff. You will receive a range of supports as a CRI Fellow (e.g., concept development, support for research design and data analysis, funded students, individual budget, etc.). Your effort may be tracked for cost sharing (a range of 10%-30% depending on your project and role) and is considered to be part of your professional obligation to SUNY Buffalo State.

Please apply to participate in the CRI; there is a role for every discipline and background. Reach out to me, Dr. Kelly Marczynski, Gail Daniels, or anyone at CRI you feel comfortable contacting to discuss these potential opportunities. We are looking forward to working with you at CRI.
Institute for Community Health Promotion/Collaborative Research Initiative

Overview of Participation

What is the Collaborative Research Initiative (CRI)?

- CRI is an institution-wide commitment to develop a portfolio of research and other products in support of projects sponsored primarily by the New York State Office of Child and Family Services (OCFS) and Office of Temporary and Disability Assistance (OTDA). Other relevant sponsors include local governmental districts (e.g., Erie County) and federal grants.

Is CRI relevant to all disciplines?

- Every discipline from psychology, education, social work, and sociology, to fashion technology and the sciences has meaningful opportunities. For example, STEM disciplines are highly relevant to educational and related programs for children and families, with a variety of pertinent research opportunities. Another example is theater: actors are commonly used in the training of child welfare professionals; research could examine how actors can more effectively present realistic scenarios that impact on the learning by the trainees.
- Opportunities exist for faculty and professional staff from nearly every school and department. Do not hesitate to apply for the CRI program regardless of your program; there are many relevant research opportunities that are not specifically “health” or “child welfare.”
- The OCFS draft child welfare practice model (included in this book) provides insights into the broad scope of the potential research needed to implement, evaluate, and improve these practices.
- Descriptions of potential research topics and project ideas are included in this recruitment book.

What supports does CRI provide?

- CRI provides an array of supports for scholarly faculty development including assistance in building research teams (where appropriate), refinement of proposed research topics and identification of new ones, research design assistance, and involvement in long-term and short-term projects. Participation in the CRI is anticipated to result in spin-off opportunities for grant and contract submissions to additional organizations (e.g., Children’s Bureau, Center for Disease Control and Prevention, National Institutes of Health, State agencies, private foundations, etc.).
- Participation of faculty and staff in CRI is designed to support scholarship and professional development. Outputs will be aligned with scholarly professional
development (e.g., reports, papers, publications, grant applications) as well as with the needs of collaborating external partners. Each work plan will identify an academic product (paper, manuscript submission, publication) to support your professional development; a product for the sponsor may also be included (if it is different from the academic product).

- Each faculty/staff member (known as a CRI Fellow) will have an individualized package of support that includes research mentorship/technical conceptual research support, undergrad/graduate student funding, and a yearly budget (in the range of $1,200). Typically, the financial support will be provided through either a funded student or a specific budget amount.

**Is participation in CRI integrated into my professional role at SUNY Buffalo State or is it separate?**

- Participation in CRI has the support of the entire academic administration (Provost and Deans) at SUNY Buffalo State.
- CRI is a campus-wide approach to support the professional scholarly development of faculty and staff, and is purposely designed to be aligned with the needs of SUNY Buffalo State faculty and staff.
- Both faculty and professional staff can participate in CRI research opportunities.
- Faculty members are required to become proficient in research and scholarship, which is recognized in the tenure and promotion process.
- Professional staff have required professional development and service goals, which provide an opportunity for participation in CRI.
- Your effort (percentage of time) will be tracked, including during the summer for faculty, to provide cost sharing for the New York State contracts. This time is the amount of effort that you are devoting to your professional scholarship with CRI. It is negotiated individually and expected to range from 10%-30% depending on your role.

**How do I apply/participate in CRI?**

- Send your CV and a brief description (as Word or other document files) of your interests by e-mail to Gail Daniels (contact below).
- We anticipate that almost all faculty and staff who participated in the former CDHS College Partnership Office (for which CRI is the replacement) will also participate in CRI.
- Although CRI projects will officially begin in January 2015, the specific research work plans will be developed in the first few months of 2015 (by the end of February).
- Your initial meeting for participation in CRI is most likely to occur with Gail Daniels or her staff.
• Contact Gail Daniels, Senior Manager Collaborative Research Initiative, at 878-4816 or danielgm@buffalostate.edu for questions or background information on how to apply.

• Please do not hesitate to contact Dr. Wieczorek (wieczowf@buffalostate.edu, 878-6137) or Dr. Marczynski (marczyks@buffalostate.edu, 878-6137) to discuss potential opportunities.
Child Welfare Practice Model

Vision

New York State’s Child Welfare vision is; Children, families and adults are protected and supported to achieve safety, permanency and well-being.

Outcomes

We will use our Practice Model to achieve the following outcomes we believe will help to achieve our vision:

Safety
Children are safety maintained in their own home, families and communities with connections, culture and relationships preserved.

Permanency
When it is necessary to place children in out-of-home care, it is a safe, short and stable experience concluding with permanent attachments to caring adults.

Prevention
Through effective intervention, parents, caregivers, and families improve their ability to develop and maintain a safe, stable environment for themselves and their children.

Well-being
Parents and caregivers have the capacity to provide for their children’s needs.

Children are cared for in safe, permanent, and nurturing environments that meet their needs and develop their physical, cognitive, behavioral/emotional and social functioning.

As youth transition to adulthood, they benefit form services that promote health development, academic success and safe living conditions.

Organizational Effectiveness
Organizations are diverse, professionally and culturally competent and use child-centered, family focused practice and demonstrate partnership at all levels.

Values

To achieve these outcomes, we are committed to the following values and will function accordingly:

- All children and adults have the right to be safe and have a right to a permanent family and lasting relationships.
Listen first, learn and proceed with knowledge, focusing on individual and family resources and strengths.

Services for children, families and adults must be individualized, culturally competent, recognizing and honoring differences in traditions, heritage, values and believes.

We approach our work with a sense of urgency and persistence, recognizing and respecting a child and family’s sense of time.

We believe that supervisors are key to building and sustaining an effective child welfare system.

We value a systems-of-care approach to interagency collaboration.

Accountability for action and results.

Data informed decision making.

We value principles of partnership:
- Everyone deserves respect
- Everyone needs to be heard
- Everyone has strengths
- Judgments can wait
- Partners share power
- Partnership is a process

Core Skills

These skills are fundamental to the implementation of a Child-Centered Family-Focused practice model.

- Solution-Focused/Strength-Based Engagement
- Collaboration
- Assessment
- Planning
- Intervention
- Mentoring
- Critical Thinking
- Cultural Competence
- Documentation
- Facilitation
- Transitional Supports

Implementation of the following Practices and OCVS supported Strategies (Interventions) are intended to achieve outcomes and are in alignment with our values. We will prioritize our resources accordingly.
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<thead>
<tr>
<th>CHILD WELFARE PRACTICES</th>
<th>STRATEGIES</th>
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<tbody>
<tr>
<td>Engage families</td>
<td>• Family meetings</td>
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<td>• Locate and engage absent fathers/parents</td>
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<td>• Coached family visits</td>
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<td>• Family Assessment Response</td>
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<td>• Child-Centered, Family-Focused practice</td>
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<td>Engage youth and provide normative experiences</td>
<td>• Promotion of Independent Living Skills</td>
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<td>• Educational stability through LDSS/school collaborations</td>
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<td>• Youth Advisory Boards (YIP)</td>
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<td>• Education and Training Voucher Program</td>
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<td>• Link positive Youth Development programs to Child Welfare</td>
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<td>Strengthen caregiver capacity to protect and provide for children</td>
<td>• Healthy Families NY Home Visiting</td>
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<td>• Bridges to Health</td>
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<td>• CPS/DV Collaboration Projects</td>
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<td>• DV informed child welfare practices</td>
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<td>• Evidence-based, evidence informed and promising community based programs</td>
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<td>• Family resource Centers</td>
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<td>• Parenting programs</td>
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<td>• Prevention programs</td>
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<td>Facilitate safe out-of home placements and rapid permanency</td>
<td>• Post Adoption education</td>
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<td>• KinGAP</td>
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<td>• Kinship support services</td>
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<td>• Heart Gallery</td>
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<td>• Permanency Roundtables</td>
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<td>• Runaway and Homeless Youth Shelters</td>
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<td>• Family Finding</td>
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<td>• Fostering Hope/Foster Parent Support</td>
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<td>• Connections to permanent adult resources</td>
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<td>• Recruitment and retention (MEPA)</td>
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<td>• Court Improvement Project</td>
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## Develop a Trauma Informed System

- Trauma training for caseworkers, supervisors, adoptive and foster families
- Screening tool implementation
- Other evidence based interventions (TBD)
- Secondary trauma training
- Commercial Sexual Exploitation of youth screening tool (Human Trafficking)

## Support a Racially Equitable and Culturally Competent System

- Racial Equity and Cultural Competency Learning Exchange
- Undoing Racism Training
- State and Tribal National Collaboration
- Working with LGBTQ youth

## Address individual family needs through comprehensive family assessments

- CANS-NY
- FLAG

## Develop organizational effectiveness

- KEYS
- Teaming
- Implement Continuous Quality Improvement process

*This list is not all inclusive and many of the strategies cross more than one practice area.

### Measures

The following indicators will be used to measure our successes: (CFSR indicators and key measures)

- Re-reporting
- Recurrence
- Abuse/Maltreatment in foster care
- Reporting/indicated reports with a number of months of exit from foster care
- Child deaths due to abuse/maltreatment
- Rate of First Admissions into care
- Number of Relative placements
  - Direct Relative placements
  - Relative Foster Care placement
  - Article 6
  - Informal Kinship Care
- Length of time in care
- Permanency Exits (Reunification/Kinship Exit/Adoption)
- Number of children who remain with non-offending parent (CPS/DV)
- Preserving Connections
  - Consistency in relative placements
✓ Proximity of placements
✓ Sibling Connections/Placement

• Strengths and needs of the child and family as measured by the CANS-NY
  ✓ Cognitive functioning
  ✓ Physical health and development
  ✓ Behavioral/emotional functioning
  ✓ Social functioning

• Decrease in the number of youth who age out of care without a permanency resource
• Increase in youth life skills
• Disproportionate Minority Representation (DMR)
• Protective factors (Family Support Services)
NOTE: These descriptions are provided as examples of potential projects, most of which are short-term and presented in the format previously used by the CDHS College Partnership Office. An additional book of research project ideas aligned with the OCFS Child Welfare Practice Model is currently being developed. All of these overviews are meant to stimulate interest and discussion, rather than being final project descriptions.

ECDSS Employee Education Program Technical Assistance

The Erie County Department of Social Services Employee Education Program (ECDSS–EEP) at Buffalo State College is committed to providing participating students with the best possible educational experiences. Those accepted into the program are approved ECDSS employees enrolled in the following areas of study: B.S. in Business Administration; B.S. in Social Work; and M.S. in Public Administration (MPA).

CRI projects awarded in this area will encompass one or more of the following:

Research
- Conduct web-based research to identify user-friendly resources for non-traditional students so that helpful information can be included on the ECDSS–EEP website, including resource links on these topics: best practice information for college and student life, and academic tools for research endeavors.

Curriculum Development
- Develop educational materials and activities designed to improve the ability of ECDSS–EEP graduate students to collect and analyze data for research projects in the field of human services.

Training
- Research and develop a course or presentation on one of the following topics and produce it in CD-ROM format: essential computer skills for Buffalo State College students (including materials on computer procedures for various on-campus programs), personal safety for evening students (including recommended personal safety procedures, with a concentration on prevention), study skills for adult students, stress management for adult students, effective presentation skills for the college setting.
Foster/Adoptive Parent Training Project

Disproportionality in Foster Care

Disproportionality in foster care has been a significant problem for decades. Minority children, particularly African-American and Native American children, are greatly overrepresented in our foster care system.

There are likely many reasons for this and those reasons may differ at entry into and exit from the system. If we are to make progress in addressing this critical social issue, then we need to understand it so that state and local district policymakers can more effectively implement strategies to reduce the number of minority children in foster care. We need to look at what is driving entry into the system that places minority children at a disproportionate rate. We also need to look at length of time in care and the issues that drive minority children to remain in care for longer periods of time than their majority counterparts.

CRI projects awarded in this area will encompass one or more of the following:

Research

- A literature review of the disproportionality focused on practices that lead to higher rates of placement and lower rates of discharge.
- Assistance in identifying programs that have been successful in reducing the rate of disproportionality.
- A literature review of the minority communities’ views of the foster care system and how they feel that it can be more responsive to the needs of minority families.
- A report on strategies that other states are using to address this issue including a description of the programs used, outcomes of strategies employed, and lessons learned.

Research a report on strategies that other states are using to address this issue including description of program, outcome of the strategy, and lessons learned.
Meeting the Mental Health Needs of Children in Foster Care

Child protective workers and foster staff need to understand the mental health needs of the children and youth they serve, the overarching concepts of child trauma, resiliency, and well-being, and how best to locate, advocate for, and collaborate with the right mental health services. This cost share project will focus on continuum of care for children, including mental health services as early as possible. All child welfare staff are charged with achieving safety, permanency and well-being, and clearly meeting the mental health needs of children and their birth, foster and adoptive families must be part of their work.

CDHS/ICHP proposes a cost share project to gather and summarize the most current and important literature and findings on mental health needs of children in child welfare. Of particular interest are findings that provide information and direction in:

**Research**
- Assessing the impact of trauma as it relates to ongoing mental health needs of children in child welfare, specifically the four areas that comprise child well-being, and developing assessment tools that can be utilized by child welfare staff.
- Assessing evidence based/informed interventions and approaches to fit the needs of victims of child sexual abuse and human trafficking.
- Creating comprehensive strategies that achieve and advance child welfare outcomes.

**Curriculum Development**
- Develop a presentation to share the above research.
- Review information on appropriateness to be included in future course revisions or new products.

**Training**
- Deliver the presentation to train our trainers on effective strategies on impact of exposure to violence on child development.
Management Information Systems

Management Information Systems Technical Assistance

The New York State Office of Children and Family Services (OCFS) is committed to providing local social services districts with the technology and support they need to maintain, update, and enhance the STARS Human Services Learning Center (STARS HSLC) application. This web-based software is a real-time training registration system with automated training announcements, registration, confirmation, evaluation, and online training attendance recording capabilities. MIS staff also assists with web development and online training offerings and could therefore use assistance in web development and enhancements along with help in enabling the continuing migration of CDHS curriculum to web-based-formats.

CRI projects awarded in this area may encompass one or more of the following:

Curriculum Development
- Collaborate with MIS staff to review updated STARS HSLC training curricula.
- Develop online tutorials for STARS HSLC users across the state.
- Assist with writing and editing of user manuals for the STARS HSLC program.
- Create scripts which will be used to develop help videos for the STARS HSLC program.

Research
- Assist MIS staff in research and development of new Internet programming tools (ColdFusion, Ajax, Web Services, etc.) for the STARS HSLC applications.
- Assist MIS staff in the programming for the STARS HSLC application.
- Assist MIS staff in the overall performance tuning of the Microsoft 2008 SQL Server, and research into upgrading to Microsoft 2012 SQL Server.
- Assist with developing disaster recovery processes for the both the SQL server and the web server, which serve the STARS HSLC application.

Training
- Provide consultant expertise to assist in adapting training curriculum to the web-based distance learning format.
- Provide in-house training to CDHS developers in the latest techniques for web development.
- Provide instruction in one or more of these areas: Graphical User Interface (GUI) programming for future enhancements of the STARS HSLC application, Writing routines in Microsoft Visual Studio 2012 and ColdFusion, Writing reports in Crystal Reports for Visual Studio 2012 and the ColdFusion Report Builder.
NYS CHILD WELFARE/CHILD PROTECTIVE SERVICES
TRAINING INSTITUTE

Adult Development Guide

The child welfare system most frequently becomes involved in the life of a family because parental actions or inactions have placed children in harm's way. At times the involvement is triggered because the behaviors of the child (e.g., a PINS youth) are beyond the ability of the parent to govern.

In entering the life of a family, child welfare workers are typically trying to determine why certain parenting behaviors are occurring (e.g., excessive corporal punishment) or failing to occur (e.g., not providing young children with supervision). It is important to understand that “where an individual is at” developmentally has great influence on how he or she parents. Therefore caseworkers need to understand the developmental status of parents in order to devise a plan of intervention with the parents that will be effective.

Child welfare workers are introduced to the topic of Adult Development during training and they are supplied with an Adult Development Guide that they can use during their casework practice. The current guide was created based on a handout developed in 2002. It has undergone very minimal changes in 2009. Emerging research over the last 11 years may provide us with updated information.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research
- Review the current Adult Development Guide.
- Research to determine the accuracy of the guide and gather current information related to adult development.

Curriculum Development
- Provide recommendations and information for revisions to the guide that would reflect contemporary facts related to adult development.
Barriers to Family Acceptance of KinGAP

New York State has implemented a new model designed to increase permanency and stability for children in long-term kinship care. This program, the Kinship Guardianship Assistance Program (KinGAP), has been successfully implemented in other states. The KinGAP model has many advantages for families, including a financial stipend and control over decision-making. Not all families eligible for the program have accepted it. Child welfare staff need to know what barriers to acceptance may have been encountered by other states, be able to address those barriers in discussions with the kinship caregivers, as well as discuss the benefits of the program in a manner that addresses and overcomes the barriers.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

**Research**

- Develop a report on the barriers encountered by families eligible for KinGAP who have elected to not participate.
- Develop a report on the benefits families have experienced when they elected to participate in KinGAP.
Catalogue of Photos for Use in Training Materials

CDHS delivers classroom training and web-based training to a multigenerational workforce. Adult learners have varying needs when it comes to visual stimulation. While developing curriculum, with this in mind, CDHS often has to spend considerable time locating copyright- and royalty-free photos that fit with the context of the content. In order to support efficient development of child welfare-related curricula, CDHS is in need of a catalogue of photos that can be used in various training materials.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

**Research**
- Identify digital photographs depicting adults, children, families, homes, communities, social workers, etc., that can be related to child welfare work.
- Research whether there are copyright restrictions and fees.
- Identify and document detailed source information.

**And/or**
- Photograph children of various ages with a variety of facial expressions and poses.
- Secure written permission from parents or guardians to use the photos in child welfare training materials.
- Provide detailed source information.

**Curriculum Development**
- Create a catalogue of photos that are copyright- and royalty-free with accompanying source information for each photo.
Child Well-Being

In New York State, the Office of Children and Family Services has placed a strong emphasis on promoting the child welfare outcomes of child safety and permanency. The third prong of child welfare outcomes is child well-being. Although an anticipated result of safety and permanency, the area of child well-being has been less emphasized until recently. Federal and state governments have elevated child well-being as an important area of focus for child welfare and the communities and contexts within which it functions. Along with increased understanding of the impact of trauma, the field of child welfare is recognizing the long-term impact of abuse and maltreatment and the responsibility of all involved in the lives of children to address these issues as early and as comprehensively as possible. According to the Administration for Children and Families, 4/17/12 Information Memorandum, “Research that has emerged in recent years has suggested that most of the adverse effects of maltreatment are concentrated in behavioral, social, and emotional domains. The problems that children develop in these areas have negative impacts that ripple across the lifespan, limiting children’s chances to succeed in school, work, and relationships.” Further, the ACES (Adverse Childhood Experiences Study) found a strong link between early childhood trauma and long-term health and social consequences. Finally, research on brain development has pointed to the profound impact of early abuse and maltreatment on the developing brain, contributing to emotional, behavioral, and learning difficulties, all compromising a child’s well-being. The Office of Children and Family Services, based on federal guidance, has defined four areas that comprise child well-being: cognitive functioning and growth, physical health and development, behavioral/emotional functioning, and social functioning.

Assessing needs related to the four areas that comprise child well-being, and developing assessment tools that can be utilized by child welfare staff.

CDHS/ICHP proposes a cost share project to gather and summarize the most current and important literature and findings on child well-being as they relate to child welfare. Of particular interest are findings that provide information and direction in:

- Assessing needs related to the four areas that comprise child well-being, and developing assessment tools that can be utilized by child welfare staff.
- Developing evidence-based/informed interventions and approaches to assist children in the child welfare system with assessed child well-being needs.
- Developing organizational approaches to change practice to appropriately incorporate child well-being into agency priorities to promote a comprehensive approach to achieving and synthesizing all three child welfare outcomes.
Child Well-Being is at the Core of Child Welfare

The outcomes of child welfare practice with families in the United States are safety, permanency, and well-being. Well-being seems like a vague term to some and may be defined differently by different people. Since child well-being is at the core of child welfare work and is one of the main outcomes, caseworkers need to have a concrete understanding of well-being.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research
- Conduct a literature review to identify definitions of well-being, as well as assessment tools and strategies that promote child well-being.
- Provide a report on the above findings to serve as information that may support curriculum development done in concert with the sponsor.
**Domestic Violence**

As a part of a comprehensive training program for new child welfare caseworkers, CDHS provides web-based training about domestic violence and how it affects children and families. Statistics and information related to domestic violence are included in the training. The data and information that are currently being used is now several years old. CDHS will be revising the web-based training and needs to include contemporary information and data.

Child welfare workers face the challenging task of influencing change in families affected by domestic violence. Information is needed regarding strategies that are effective in influencing change that promotes safety, permanence, and well-being.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

**Research**
- Statistics related to domestic violence in New York State.
- Statistics related to domestic violence in child welfare cases in New York State.
- How domestic violence affects children and families.
- Strategies that are effective in influencing change that promotes safety, permanence, and well-being in families affected by domestic violence.

**Curriculum Development**
- Create a report compiling the above research.
- Develop a PowerPoint presentation that includes graphs and/or charts to visually illustrate statistics.
Early Intervention and Child Welfare

The Child Abuse Prevention and Treatment Act (CAPTA) enacted in 2003 required states to provide descriptions of protocols and procedures requiring the referral to early intervention services of a child under the age of 3 who is involved in a substantiated case of child abuse or neglect; or, is identified as affected by illegal substance abuse or withdrawal symptoms resulting from parental drug exposure.

Child Welfare research has shown that early identification and intervention is critical to giving children involved with child welfare better outcomes. States have been challenged to serve these vulnerable children and meet the CAPTA requirements. Child welfare staff need to be able to identify the children at risk, to partner with agencies that fully understand the complex issues of the children and families they serve; and engage families in a meaningful and consistent manner to ensure service provision.

The CDHS/ICHP cost share project will gather and summarize the most current and important literature on developmental screening tools and New York State policies and guidelines. Of particular interest are findings that provide information and direction in:

- Assessing how developmental screening tools have helped child welfare workers identify and refer young children at risk for delays to early intervention services.
- Assessing how developmental screening tools have helped child welfare workers partner effectively with appropriate interventions that fit the needs of the child.
- Assessing how these tools help child welfare workers address child well being.

Curriculum Development

- Develop a presentation to share the above research.
- Review the information to determine what information may be included in future course revisions or new products CDHS will work on in collaboration with the sponsor.
- Deliver the presentation to train our trainers on effective strategies to understand the impact of the exposure to violence on child development.
Educating Children and Youth about Bullying

More and more often we hear of children being bullied. Caseworkers, parents, and foster parents need to support and educate children in order to reduce bullying behaviors and help children effectively and safely respond to bullying, whether they are being bullied or witnessing bullying. This sort of educational strategy can be used in all settings, including group, home, and residential environments. The strategies need to be realistic, and the educational component should capture children’s attention by having an effective component as well as being interactive or experiential.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

**Research**
- Conduct a literature review to identify strategies children and youth can use to effectively and safely respond to bullying, whether they are being bullied or witnessing bullying.

**Curriculum Development**
- Create an easy-to-use outline that parents, foster parents, and caseworkers can use to educate children on the strategies they can use to effectively and safely respond to bullying.
Enhancing Child Welfare Eligibility Training through Technology

Social services organizations are under enormous pressure to maximize resources and more efficient, cost-effective technology-based tools such as worksheets, checklists, instructional guides, manuals and training materials that by design minimize eligibility errors and save time and costs. Because CDHS has developed a positive image as a leader in the use of technology in the field of social services training, these organizations often look to us for the development of such products and for program and systems development.

In the year 2015, CDHS child welfare training will consist of a number of on-line eligibility determination classes that will be available to local district child welfare caseworkers and supervisors. A central part of the child welfare eligibility determination process is the completion of the Eligibility Worksheet for Title IV-E, TANF-EAF and Title XX Below 200 percent Excel spreadsheet. In 2014, a problem was discovered with the way the existing Excel spreadsheet counts unearned income that did not factor in required income disregards and incentives, rendering the resulting calculations from this spreadsheet inaccurate. The original designer of the spreadsheet built it on an old platform; he has long retired making it impossible to decipher the built-in coding and logistics.

During the fall of 2014, the CC18 cost-sharing faculty partner, in collaboration with OCFS and CDHS, became familiar with the background and history of the Eligibility Worksheet for Title IV-E, TANF-EAF and Title XX Below 200%, its coding and logistical built-ins. In addition, the faculty cost-sharing partner reviewed and studied the logistics of WMS ABEL Budgeting and other related child welfare systems, becoming familiar with the Title IVE, TANF-EAF and Title XX Below 200% of Poverty requirements and made recommendations on the best approach regarding the worksheet.

During 2015, the CC18 cost sharing partner is expected to:

- Participate in the 2015 CC18 Cost Sharing Start-up meeting with the Office of Children and Family Services and CDHS;
- Regularly meet with OCFS and CDHS to plan and strategize;
- Update and develop an electronic worksheet (in consultation with the OTDA staff identified by OCFS) that assists workers in making an accurate eligibility determination. A checklist should include the funding eligibility requirements along with a corresponding budget calculation that mirrors the logistics of the WMS ABEL Budgeting;
- Present a draft of the worksheet to CDHS for OCFS’ review and testing;
- Make all changes as requested by OCFS; and,
- Submit the final product to CDHS for sharing with OCFS.
**Family Voices in the Training Room**

CDHS provides basic and advanced training for the child welfare and child protective caseworkers in New York State, as well as the training for Model Approach to Partnerships in Parenting/Group Preparation and Selection group leaders. The participants come from many different backgrounds with many different life experiences. Regardless of their role in the child welfare system, their focus will need to be on the family and the safety, permanence, and well-being of children. They will need to understand what families need from the child welfare system to support their growth and their ability to provide both a safe environment and the skills to support the child’s permanence and well-being. Training participants need to hear the voices of the families – what they need to get from the child welfare system.

CRI projects awarded in this area will encompass one or more of the following:

**Research**

- Report on the benefits and drawbacks of various models of bringing the “voices” into the training room—live presence of a parent representative, a virtual presence, video, etc.
- Report on successful models of bringing training participants into a dialogue with those who they will serve.
Guide to Children’s Mental Health

Children active with the child welfare system may have a number of factors that increase the likelihood of mental illness, including: a family history of mental illness, poverty, exposure to violence, and neglect. Often these children do not receive assessments, and opportunities for early intervention may be lost. In support of the child’s well-being, child welfare workers need a guide to understanding basic child mental health issues as well as the approaches to treatment as outlined in the “Children’s Plan.”

CRI projects awarded in the area will encompass one or more of the following:

Research
• Report on the Children’s Plan, its recommendations, and how it may be successfully integrated into child welfare practice.
• A literature review to support the concept of supporting mental wellness and resiliency in children and youth.
• A report on lessons learned from the mental health community on working with children in the foster care system. Treatment for these children may include many additional persons, including biological parents, foster parents, and caseworkers.

Curriculum Development
• Develop a PowerPoint presentation that outlines the common mental health issues faced by children and youth.
• Develop a PowerPoint presentation that supports child welfare staff in understanding the Children’s Plan.
Human Trafficking

People in New York State are surprised to hear human trafficking is a problem in our state. The fact is that there are things about our environment and the location of our state that make it ripe for human trafficking. Child welfare workers move throughout the state’s communities constantly. Therefore they are in a position to encounter trafficking.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research
- Conduct a literature review that results in statistics regarding human trafficking in NYS, information on how to recognize and report signs of potential human trafficking, risk factors for human trafficking, and what support services are available for victims of trafficking.

Presentation
- Provide a PowerPoint presentation that can be used to inform caseworkers of the information above.

Identification of Commonly Abused Substances

One of the most common reasons for families being involved with the child welfare system is substance abuse. The popularity and availability of drug and other substance abuse change as new drugs are developed, as new ways of processing change the nature and potency of available substances and as new ways are found to get high from products found around the home. Child welfare workers need to know the current trends in substance abuse and to have resources to assist in identifying commonly abused substances. This knowledge will assist in the safety assessment process as well as in initiating the treatment process.

Curriculum Development
- Develop an online curriculum that will assist child welfare workers in identifying commonly abused substances that may be available in the home. Visual representations of the various substances should be included.
- Develop an online curriculum that will present current patterns in substance abuse including illicit and licit drugs, as well as substances such as “bath salts” artificial marijuana, and propellants such as artificial whipped cream. This training should include the impact of the various substances.
Impact of Social Media on Children and Youth Struggling with Mental Health Concerns

We live in an age in which even very young children are using smartphones, tablets, and other forms of technology. Many children began using social media early on. There have been a number of examples described in the media of social media contributing to self-injurious and homicidal behaviors, as well as being a medium for pleas of help and to prerecord thoughts of violent behaviors. It’s important in the field of child welfare to have credible information about the impact of social media on children and youth who struggle with mental health concerns so that professionals in the field are better able to support child well-being and the well-being of the families and communities surrounding them.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research
- Conduct a literature review regarding the impact of social media on children and youth who struggle with mental health concerns as well as indicators of the impact.

Presentation
- Develop a Power Point presentation to inform child welfare staff of the impact of social media on children and youth who struggle with mental health concerns as well as indicators of the impact.
Impact of Technology on Attachment and Social Skills

One of the child welfare outcomes is “child well-being.” Many aspects of children’s lives and dynamics in their families affect their well-being. Attachment and interactions with caregivers are crucial to child development and well-being. Lack of attachment contributes to abuse and neglect as well as concerning behavior in children. With the emergence of current technology, smartphones, tablets, and other forms of technology have become substitute babysitters and mechanisms to calm fidgeting preschool children. It’s important to recognize the impact this may have on children’s attachment to their caregivers thus impacting child development and well-being.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research

- Statistics on the average age of children when caretakers introduce and even encourage children to use smartphones, tablets, and other forms of technology.
- Statistics on the percentage of parents who introduce children to smartphones, tablets, and other forms of technology to calm or preoccupy fidgeting preschool children.
- The impact technology has had on the amount and quality of time caretakers spend with children.
- The impact technology has on attachment.
- The impact technology has on the development of children’s social skills and moral development.
- Parent and caretaker views on using smartphones, tablets, and other forms of technology to calm or preoccupy fidgeting preschool children.
Impact of Technology on Child Development

One of the child welfare outcomes is child well-being. During recent years there appears to have been a dramatic increase in very young children using smartphones, tablets, and other forms of technology. It’s important to recognize the impact this may have on child development and well-being. Caseworkers need information that they can share with parents about the benefits and/or deficits of using smartphones, tablets, and other forms of technology at an early age so that parents can be assisted in making informed decisions that support child development. If there are great advantages to the use of technology at an early age, caseworkers may need to help parents and children who do not usually have access, bridge the gap.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research

- Determine the implications on educational experiences for the children who have been using smartphones, tablets, and other forms of technology at an early age.
- Determine the differences in educational experience, needs, and performance between children who have been using smartphones, tablets, and other forms of technology at an early age and those who have not.
- Determine whether preschool and older children who use technology think differently from other generations that have not.
- Determine if children who are better prepared for school are so because of use and access to tablets, smartphones, etc.?
- Determine how we assess the potential effect of technology on young children?
Interventions for Victims of Human Trafficking

There is a growing number of sexually exploited and trafficked children in the United States. Human Trafficking is the illegal buying, selling, and smuggling of people, usually women and children, to profit from their forced sexual servitude and labor. Runaway, homeless, kidnapped children, or children in or leaving foster care, are at elevated risk of forced prostitution and trafficking. New York State created the Safe Harbor for Exploited Youth Act that requires local districts to provide crisis intervention services and community-based programming for exploited youth and decriminalizes prostitution by children, recognizing children as victims, not criminals, and making provisions for providing needed social services. Human trafficking victims and sexually exploited youth are typically not eligible for services until they have been officially classified as victims of trafficking. There are few secure shelters and treatment programs that can aid in rehabilitation and do not provide services specific to sexually exploited youth. Current common treatment modality for child sexual abuse does not fit well for trafficking victims. Family and group therapy treatment are problematic because trafficking youth/children seldom have family members who can attend therapy with them. Human trafficking victims often have extra needs for anonymity in group therapy because of fear that family members or they themselves may be harmed because traffickers use death threats to control their victims and keep them in compliance. Child welfare workers need to understand the needs of human trafficking victims, the different treatment modalities available for this group of sexual abused children, and determine if the treatment modalities are appropriate.

CDHS/ICHP proposes a cost share project to gather and summarize the most current and important literature and findings on human trafficking. Of particular interest are findings that provide information and direction in:

- Assessing the needs of victims of human trafficking as they relate to four areas that comprise child well-being, and developing assessment tools that can be utilized by child welfare staff.
- Assessing evidence-based and informed interventions and approaches to fit the needs of sexually abused children who are victims of human trafficking.
- Creating strategies that contribute to a comprehensive approach to achieving and advancing child welfare outcomes.
- Assessing needs of victims of human trafficking as it relates to four areas that comprise child wellbeing, and developing assessment tools that can be utilized by child welfare staff.
- Assessing evidence-based/informed interventions and approaches to fit the needs of child sexual abuse of human trafficking victims.
- Create strategies that allow for a comprehensive approach to achieving and advancing child welfare outcomes.
Managing the Impact of Negative Child Welfare Media

The depiction of child welfare staff and agencies in the media is often negative, distorted, and a gross misrepresentation. The public mostly sees and hears about child fatalities, mishandled cases, and poor casework when child welfare is depicted in the news media. In the entertainment media, child welfare caseworkers are often portrayed in extremes; either as overly liberal bleeding hearts, or as cold and cruel baby snatchers. Rarely does the public gain an accurate glimpse into the incredibly difficult, challenging, and important work done by child welfare caseworkers and supervisors. Most people have little understanding of the complex decision-making processes used to make child protective decisions, the challenges of foster case and relative placements, or that the goal of child welfare is to keep children safe in their homes while promoting permanency and child well-being. Few know the stress of overwhelmingly large, demanding, and often crisis-driven caseloads. The public does not understand the high rate of burn out and secondary trauma experienced by many working in child welfare.

When there is a high profile child welfare situation, staff can be significantly impacted. Regardless of their involvement, many child welfare staff feel they exist under a microscope and the scrutiny of the media. The media glare can impact staff health and well-being as well as day-to-day attitudes about the work. Most damaging, it can cause caseworkers and supervisors to become distracted from their roles and second-guess themselves, causing decision-making to become more reactionary than strategic and proactive. Even in those situations where positive decisions and improvements are made, the agencies and staff are often left experiencing increased stress, health issues, burn out, and turnover.

This cost share project will be aimed at discovering strategies for better influencing the media’s messages regarding child welfare, while also identifying ways to manage the impact of these messages on the health, well-being, resiliency, and efficacy of staff at all levels in child welfare agencies.

Objectives

- Identify strategies for working with the news media in managing high-profile child welfare situations.
- Develop plans for longer term media campaigns to more accurately depict child welfare in the news and entertainment media.
- Determine ways to positively impact the media’s message regarding child welfare.
- Develop strategies to assist child welfare staff in managing health and well-being in response to negative media attention.
- Identify methods for child welfare administrators and supervisors to use to create agency cultures that are resilient in response to negative media situations.
- Conduct a literature review that explores the literature regarding the role of media in child welfare organizational culture, and the impact on the health, well-being, and decision-making of staff.
• Conduct a literature review that identifies strategies for managing both news and entertainment media messages regarding child welfare.
• Conduct a review of strategies to manage the impact of negative child welfare media messages on the health and well-being of child welfare staff and organizations.
Media Library of Video for Use in Training Materials

CDHS delivers classroom training and web-based training to a multigenerational workforce. Adult learners have varying needs when it comes to visual stimulation. While developing curriculum, with this in mind, CDHS often has to spend considerable time locating copyright- and royalty-free video clips that fit the context of the child welfare content being trained. In order to support efficient development of child welfare-related curricula, CDHS is in need of a media library of videos or video clips that can be used in various training materials.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research
- Identify video clips depicting a multitude of issues that children and families face on a daily basis and which can be related to child welfare work, e.g. substance abuse, domestic violence, mental illness, poverty.
- Research any copyright restrictions or fees.
- Identify and document detailed source information.

Curriculum Development
- Create a media library of video or video clips that are copyright- and royalty-free with accompanying source information listed for each video.
Field-based Access to Crucial Information for Caseworkers

Child welfare workers have a great deal of responsibility to manage high caseloads of complex cases. Meeting this responsibility requires a child welfare worker to have a working knowledge of many areas as diverse as child-welfare laws and regulations, the ability to assess children for injuries and other harm, the ability to recognize and appropriately respond to issues of substance abuse, domestic violence, and mental illness, the ability to understand the role of culture, an understanding of disabilities, and a familiarity of local policies and procedures, state protocols, legal procedures and court orders and host of other issues. As a result, access to information can be a key component of a worker’s effectiveness.

Current technology supports a wide variety of portable electronic devices for voice communication, video and audio playback, still photography and illustrations, as well as accessing the internet. These devices make it possible to bring information very close to the point in time that a worker needs it. Commonly referred to as eLearning or Mobile Learning, this technology both provides information in a timely way and gives the user control over what information is most helpful to the task at hand. By providing important child welfare information in usable bites, CDHS can enhance the training provided in the core child welfare training and refresh caseworker recollection about information when they need it most. Since many electronic devices are portable, child welfare workers would be able to use this application as resources to view with, or access with, the families they work with.

College cost share partners will work with CDHS staff to accomplish the following:

Research
- Review approved state approved curricula that CDHS uses for training.

Curriculum Development
- Develop an application based on state-approved curricula that can be used in the eLearning/mobile learning environment.
- Pilot-test with field-based workers which pieces of information are the most crucial for them.
Poverty in New York State: Statistics

As a part of a comprehensive training program for new child welfare caseworkers, CDHS provides web-based training on how poverty affects families in New York State and how that intersects with the child welfare system. Statistics related to poverty in New York State are included in the training, but the data being used is now several years old. CDHS will be revising the web-based training and needs to include contemporary data.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

**Research**
- Poverty statistics for New York State and the impact on children and families. Include current definitions and thresholds for poverty and information about thresholds for eligibility for social service assistance programs.

**Curriculum Development**
- Create a report compiling the above research.
- Develop a PowerPoint presentation that includes graphs and/or charts to visually illustrate statistics.
Reality of the Child Welfare System

Few people who have not worked in the field of child welfare understand the complexity of the cases or the demands on the staff to effectively deal with those cases. Families active with the child welfare system generally present with multiple problems such as substance abuse, domestic violence, mental health problems, developmental disabilities, lack of parenting skills, and a myriad of other problems. Each of these can be challenging to resolve and don’t typically stand on their own. There is usually a complex interaction of issues that exponentially raises the level of risk to the children in the family. Some of these behaviors raise significant safety concerns, and can result in serious or fatal injury to the children. At times behaviors within a family can cause risk of harm to caseworkers as well.

Additionally, child welfare workers do not work with just one family at a time – they have large caseloads that often exceed professional recommendations for caseload size. In addition to caseloads, workers have federal and state laws that must be complied with, federal and state regulations that govern practice, state and local policies that they are required to follow, and they must comply with all court orders on their cases. All of this requires that workers maintain and apply a wide range of knowledge in areas such as legal, family dynamics, cultural, medical, mental health, and substance abuse. They also must always utilize strong engagement skills.

All of this can lead to a lot of stress for child welfare professionals. The reality of child welfare work is also not known to the public, which often has unrealistic expectations.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research
- Cataloguing the vicarious trauma suffered by child welfare caseworkers.
- Cataloging rates and signs of burnout for child welfare caseworkers.
- Cataloguing successful strategies for staff retention and well-being.
- Cataloguing strategies that child welfare agencies or similar entities have used to reach out to the community, including professional community stakeholders to promote a more realistic view of the child welfare system.

Curriculum Development
- Create reports on research above to support training presentations.

Training
- Develop of a PowerPoint presentation to be used to educate the professional community about appropriate expectations when working with the child welfare system and the benefits of collaboration to strengthen the response to a family’s needs.
- Develop a PowerPoint presentation.
Recent Immigrant Populations in New York State

As a part of a comprehensive training program for new child welfare caseworkers, CDHS provides web-based training on recent immigrant populations in New York State and how they intersect with the child welfare system. Statistics and information related to recent immigrants in New York State are included in the training. The data and information about immigrants’ experiences currently being used is now several years old. CDHS will be revising the web-based training and needs to include contemporary information and data.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

**Research**
- Compile statistics related to recent immigrant populations in New York State.
- Catalogue cultural beliefs and practices and other issues related to immigrant populations in the US that intersect child welfare concerns and working with immigrant families.

**Curriculum Development**
- Create a report compiling the above research.
- Develop a PowerPoint presentation that includes graphs and/or charts to visually illustrate statistics.
Self-Esteem in Children

Children in foster care are very vulnerable to issues of low self-esteem that may impact both their sense of permanence and well-being, and may result in poor life choices and difficulties in achieving independence. These children and youth possess a number of factors that may influence the development of poor self-esteem:

- Poverty – a large percentage of the children in the system are from families whose incomes are below the federal standards for income.
- Race – a disproportionate number of the children in the system are minorities.
- Family issues – the issues that brought them into the child welfare system also bring them to the attention of the community, schools, law enforcement, etc.
- Being different – the child may have the stigma of being “the foster child,” by living in an area demographically different (such as a child from a poor inner-city neighborhood placed in a suburban foster home).

CRI projects awarded in this area will encompass one or more of the following:

Research
- A literature review of the connection between child welfare involvement and the lack of self-esteem.
- Techniques that can be used by casework staff to help children and their foster families deal with issues of low self-esteem as well as techniques that can be used to help children develop stronger self-esteem.

Social Media and Right to Privacy

In child welfare work, it is important for caseworkers to develop trust in the context of their professional relationships with families. Caseworkers are also responsible for gathering information about families in order to make informed decisions about safety and well-being. There is some controversy about social services use of social media to gather information about families.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research
- Conduct a literature review to identify the use of social media by social services agencies worldwide, and identify ethical ramifications this practice may have and the impact it has on helping families achieve safety, permanency and well-being.
- Provide a report on the findings.
Supporting Youth in Being “Close to Home”

The “Close to Home” initiative allows New York City to place low and mid-level juvenile delinquents in treatment programs in or near New York City, rather than in facilities hundreds of miles away in upstate New York.

Beginning in September of 2012, youth otherwise placed in non-secure facilities were placed in New York City-administered programs and facilities. Youth from limited-secure facilities were placed in City programs as of April of 2013. Also, New York City children were moved from non-secure facilities to group homes within their community to prepare the youth for reintegration into their family and community within six months.

Furthermore, New York State Division of Juvenile Justice and Opportunities for Youth (DJJOY) will transition out of operating non-secure residential facilities for youth adjudicated as juvenile delinquents who do not require the more restrictive setting of secure facilities.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

**Research**
- Strategies that successfully prepare the youth for reintegration into their family and community within six months.
- Strategies that support changing behavior of juvenile delinquents who do not require the restrictive setting of secure facilities.

**Curriculum Development**
- Create a report of the strategies identified, which can then be used to support curriculum development of programs informing caseworkers of strategies they, parents, and community partners can utilize to support youth.
The Removal Dilemma

Removal is considered the last option for children who are found to be abused or neglected. However, sometimes removal is a necessary option when alternatives are not available or are insufficient to protect the child. Removal carries with it both short- and long-term risks to the child’s future well-being. Research has shown that children who lacked permanency are at higher risk for unemployment, crime, imprisonment, homelessness, substance abuse, and relationship problems. Caseworkers are faced with the dilemma of how to balance the immediate danger of serious harm against the long-term complications of removal. This issue becomes especially critical in addressing the needs of minority families who are overrepresented in the child-welfare system.

CRI projects awarded in this area will encompass one or more of the following:

Research
- A literature review of the impact a lack of permanence may have on children and youth.
- A report of innovative programs that have been successful in addressing the immediate danger to children while minimizing or averting the impact of out-of-home placement.
- A report of innovative programs that have been successful in minority communities in addressing the immediate danger to children while minimizing or averting the impact of out-of-home placement.

Curriculum Development
- Develop a PowerPoint presentation that can be used for an on-line curriculum to support child welfare staff in understanding the impact of removal on children and youth.
- Develop a PowerPoint presentation that can be used for an on-line curriculum to support child welfare staff in considering alternatives that both protect the child and minimize or avert the impact of removal.
- Develop a PowerPoint presentation that can be used for an on-line curriculum to support child welfare staff in considering alternatives that may be more effective with minority families that both protect the child and minimize or avert the impact of removal.
Training the Multigenerational Workforce

We currently have four generations in our multigenerational workforce. The Traditionalists, who were generally born before 1945, represent about 5 percent of the US workforce. Baby Boomers represent about 38 percent of the workforce, while Generation X comprises about 32 percent of the workforce, and Generation Y represents about 25 percent of the workforce. Traditionalists are often referred to as the silent generation, and did not experience much technology when they were young. In contrast, Generation Y grew up with technology. They also tend to be very assertive and are known for multitasking and higher education levels. The characteristics and experiences of each generation influence work habits and learning styles. CDHS is tasked with training multigenerational classes.

CRI projects awarded in this area will work with CDHS staff to accomplish one or more of the following:

Research
- Identifying prominent learning styles and needs for each of the four current workforce generations.
- Teaching strategies for meeting the needs of multigenerational audiences.

Curriculum Development
- Develop a presentation to share the above research and model some of the strategies.

Training
- Deliver the presentation to train our trainers on effective strategies for educated multigenerational audiences.