BUFFALO STATE
The State University of New York

Institute for Community Health Promotion

Collaborative Research Initiative

2016 Faculty and Staff Recruitment Book

"One Community, Our Community in Lifelong Health"

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Faculty and Staff Recruitment Book for 2016 Collaborative Research Initiative Projects

General Information

2016 Collaborative Research Initiative Project

BUFFALO STATE
The State University of New York

A Message from Dr. Melanie Perreault
Provost and Vice President for Academic Affairs

Re: Collaborative Research Initiative Opportunities

Upon arriving as your Provost, I was impressed with the strong history of scholarship and associated external funding that distinguishes Buffalo State from almost every other public institution of higher education of similar scope.

Strong programs of research require continual development and attention to remain vibrant. Most relevant to every faculty and professional staff member is the institutional expectation to develop a program of research and associated scholarly outputs. The purposes of participating in research and scholarship are many. Active participation in scholarly activities ensures that our faculty and staff are engaged contributors to their fields. Scholarship leads to better informed teaching and practice, as well as having a major influence on promotion, tenure, and permanent appointment decisions.

The Institute for Community Health Promotion (ICHP) Collaborative Research Initiative (CRI) is a unique resource that is available to support your professional career development. I am not aware of any program of similar scope at an institution such as ours that offers such a broad array of resources as does the CRI. There are CRI mechanisms to support the development of individual projects and interdisciplinary research teams by providing fiscal resources, as well as technical and conceptual guidance from nationally recognized scholars. Moreover, participation in the CRI is also a major aspect of supporting the largest externally funded program at Buffalo State.

I strongly encourage all faculty and professional staff to explore the opportunities provided to each of you by the Collaborative Research Initiative. This is Buffalo State's main mechanism to support your development as a scholar, so please take advantage of this opportunity by examining the contents of the Faculty and Staff Recruitment Book and by reaching out to the CRI staff to discuss your options for participation.

To access more information on participation in the ICHP Collaborative Research Initiative click the CRI link at: ichp.buffalostate.edu

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BUFFALO STATE
The State University of New York

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

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) or Ms. Gail Daniels (878-4816, danielgm@buffalostate.edu) if you have any questions or need additional information about participating in CRI.

BUFFALO STATE
The State University of New York

**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

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, or 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 (ICHP)
Collaborative Research Initiative (CRI)
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 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 officially began in January 2016, the specific research work plans will be developed in the first few months of 2016.
- 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) to discuss potential opportunities.

NEW YORK STATE | Office of Children and Family Services

Child Welfare Practice Model

Purpose
To establish a consistent and recognizable approach to child welfare practice across New York State.

Vision
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 safely maintained in their own home, families and communities with connections, culture and relationships preserved.
- **Prevention** - Through effective intervention, parents, caregivers, and families improve their ability to develop and maintain a safe, stable environment for themselves and their children.
- **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.
- **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 from services that promote healthy development, academic success and/or self-sustainability and safe living conditions.
- **Organizational Effectiveness** - Organizations are diverse, flexible, 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:

- We believe children and adults have the right to be safe, and to have permanent families and lasting relationships.

- We listen first, then learn and proceed with knowledge, focusing on individual and family resources and strengths.

- We believe that services for children, families and adults must be individualized and culturally competent, recognizing and honoring differences in traditions, heritage, values and beliefs.

- 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 high performing supervisors and caseworkers are key to building and sustaining an effective child welfare system.

- We value interagency collaboration.

- We believe in accountability for action and results.

- We strive for data-informed decision making.

- We value the principles of partnership:

  - Everyone desires respect.
  - Everyone needs to be heard.
  - Everyone has strengths.
  - Judgments can wait.
  - Partners share power.
  - Partnership is a process.

Core Competencies

These *competencies* for child welfare staff are fundamental to the implementation of a child-centered, family-focused practice model:

- Strength-based family engagement.
- Written and verbal communication.
- Collaboration.
- Interviewing skills.
- Assessment.
- Service planning.
- Intervention.
- Critical thinking.
- Cultural competence.
- Facilitation skills.
- Transitional supports.

Practices and Strategies

Implementation of the following *Practices* and OCFS supported *Strategies* (Interventions) are intended to achieve outcomes and are in alignment with our values. We will prioritize our resources accordingly.

CHILD WELFARE PRACTICES	STRATEGIES
Engage families	• Family Team Meeting • Locate and engage absent fathers/parents • Coached family visits • Family Assessment Response (FAR) • Child-Centered, Family-Focused practice
Engage youth and provide normative experiences	• Promotion of Independent Living Skills • Educational stability through LDSS/school collaborations • Youth Advisory Boards/Youth in Progress • Education and Training Voucher Program • Link Positive youth development to child welfare

Strengthen caregiver capacity to protect and provide for children	• Healthy Families NY (HFNY) Home Visiting
	• Bridges to Health
	• CPS/DV Collaboration Projects
	• DV-informed child welfare practices
	• Multi-Disciplinary Teams/Child Advocacy Centers
	• Child Fatality Review Teams
	• Evidence-based, evidence-informed and promising community based programs
	   - Family Resource Centers
	   - Parenting programs
	   - Prevention programs

Facilitate safe out-of-home placements and rapid permanency	• Post-adoption education • KinGAP • Kinship support services • Heart Gallery • Permanency Roundtables • Runaway and Homeless Youth Shelters • Family Finding • Fostering Hope/foster parent support • Connections to permanent adult resources • Recruitment and retention of foster/adoptive parents • Court Improvement Project
Develop a trauma-informed system	• Trauma training for caseworkers, supervisors, adoptive families, and foster families • Screening tool implementation • Evidence-based interventions (TBD) • Secondary trauma training • Implementation of the NYS Commercial Sexual Exploitation of Children model
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 and families

CHILD WELFARE PRACTICES	STRATEGIES
Address individual family needs through comprehensive family assessments	• Utilize evidence-informed or validated assessment tools
Develop organizational effectiveness	• Integrate KEYS into practice • Integrate Teaming into practice • Integrate Principles of Partnership • Implement Continuous Quality Improvement process

This list is not all inclusive, and many of the strategies touch upon more than one practice area.

Indicators

The following *indicators may* be used to measure our successes:
- Re-reporting.
- Recurrence.
- Abuse/maltreatment in foster care.
- Reporting/indicated reports within 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 six.
  - Informal kinship care.
- Length of time in care.
- Permanent exits (reunification, kinship exit, adoption, successful reintegration into community).
- Number of children who remain safely with non-offending parent (CPS/DV).
- Preserving connections:
  - Consistency in relative placements.
  - Proximity of placements.
  - Sibling connections.
- 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/community resource.
- Increase in youth life skills.
- Disproportionate Minority Representation (DMR).
- Protective factors (family support services).

2016 COLLABORATIVE RESEARCH INITIATIVE PROJECTS

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

Research and Training
- Conduct Web-based research to identify user-friendly resources for non-traditional students so that helpful information can be included on the ECDSS/EEP Web site, including resource links on these topics:
  - Best Practice Information for College and Student Life
  - Academic Tools for Research Endeavors
- Research and develop a presentation on one of the following topics and produce it in CD-ROM format:
  - Study Skills for Adult Students
  - Effective Presentation Skills for the College Setting
  - Adult Learners and Technology
    - Determine which technological resources are necessary in college today and what is optional. Also, identify new technology on the horizon for adult students and faculty.
  - From County to College
    - Develop a Transitional Guide for New Adult Learners at Buffalo State / ECEEP. Develop a manual to assist new adult college students as they transition from their professional roles at the Erie County DSS.
  - Stress and the ECEEP Student
    - Develop a Wellness Guide for the Adult Student.
  - Techno-Stress or Unplugging from the Web
    - Reflect on when adult learners should turn off their mobile devices and computers. Also, think about alternative ways to de-stress for greater wellness and long-term health for adult students.
  - Family Life and the Adult Leaner
    - Reflect on how work/study/life balance is fundamental for success in college, at work, and at home.
  - Writing
    - Provide tips for Successful Academic Writing.

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 be progressive 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
- Conduct a literature review of the disproportionality focused on practices that lead to higher rates of placement and lower rates of discharge.
- Provide assistance in identifying programs that have been successful in reducing the rate of disproportionality.
- Create 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.
- Develop 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.

MANAGEMENT INFORMATION SYSTEMS

Training Technology

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. Management Information Systems (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.

CDHS Partnership Projects awarded in this area may encompass one or more of the following:

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 2014 SQL Server.*
- Assist with developing disaster recovery processes for the both the SQL server and the Web server, which serve the STARS HSLC application.

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.

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*
    - Writing routines and applications for mobile devices

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 2015. Emerging research over the last 13 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 relatively 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.

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.

Enhancing Child Welfare Eligibility Training through Technology

The Child Welfare Eligibility Training Project consists of a series of comprehensive training courses designed to provide instructions to local district child welfare staff on how to accurately determine eligibility for various funding categories to pay for child welfare services. The training ranges from courses that directly address the eligibility determination process to courses that provide fiscal instructions on the funding categories including converting non-reimbursable payments to a reimbursable/Title IV-E reimbursable payment.

In order to receive the maximum allowable funding allowed from the Federal and State government, as part of the eligibility process, an eligibility case file must include appropriate documentation that supports the eligibility decision. This is an area where local district staff could use some assistance. In effort to minimize costly eligibility errors due to missing documentation, OCFS is proposing that the 2016 CC18 Cost Sharing Project be the development of an electronic version of the ideal Title IV-E eligibility case file, an e-book that contains hyperlinks to the various Title IV-E eligibility–related resources. This would assist the local district child welfare workers setting up the Title IV-E eligibility case file as it would readily make available a list of acceptable documentation based on the specific type of federal Title IV-E requirements and claiming issues encountered in the 2015 federal review.

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 its children. Trainees must understand what families need from the child welfare system to support growth and ensure the skills necessary for families to provide a safe environment as well as permanence and well-being for children. 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.

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 New York State including demographics of the victims (age, gender, etc.).
  - information on how to recognize and report signs of potential human trafficking.
  - information on 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, new ways of processing change the nature and potency of available substances, and new ways are found to get high from products within 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 "bathsalts," artificial marijuana, and propellants such as artificial whipped cream. This training should include the impact of the various substances.

Improving Child Welfare Services for Families in Need of Mental Health Services

Mental illness is often a contributing factor in families who become involved with the child welfare system. Sadly, access to mental health services for these families seems to be inconsistent at best and in some communities completely non-existent. Child welfare staff are often frustrated when attempting to connect parents and children to proper mental health services. Obstacles include family members being placed on long waiting lists, ineffective services, frequent turnover at mental health agencies, or parents and children not showing up for appointments. Reasons for this include inadequate staffing at mental health agencies, poor coordination between child welfare and mental health staff,and the stigma associated with acknowledging a mental illness. Other impediments may include cultural considerations and poverty.For child welfare staff there may be barriers ranging from lack of understanding of mental illness, how these illnesses are diagnosed and treated, and frequent changes in psychopharmacology.

Recognition of mental illnessthat impacts child safety and risk needs to occur early in the life of the child welfare case. Next and perhaps most important is the engagement of family members to achieve mutual understanding regarding the relationship between the mental illness and how it influences the safety and well-being of children in the home. Once there is sufficient understanding of the role of mental illness, the family is then able to pursue and receive effective mental health services that meet their unique needs. Ideally, mental health professionals have an understanding of trauma, intergenerational child abuse and neglect, and the child welfare system. All of these steps are interdependent and can be daunting for all involved. Child welfare professionals receive scattered and inconsistent training and information on mental illness, the interaction between child abuse and maltreatment, and mental illness in both parents and children.Staff areoften in need of increased and more comprehensive information and training on mental illness in child welfare, as well as strategies to improve collaboration among families, child welfare staff, and mental health professionals.

CDHS/ICHP proposes a Match project to gather and summarize the most current and important literature and findings on mental illness as it relates to child welfare. Of particular interest are findings that provide information and direction in the following:

Research
- Analyze promising practices for improving child welfare outcomes in families facing mental illness.
- Determine effective collaboration efforts between child welfare and mental health professionals.
- Determine successful family engagement strategies with families facing mental illness in child welfare.
- Ascertain training strategies for child welfare staff in the area of mental illness.

Training
- The Match project will then work with CDHS/ICHP staff to distill findings into tools and strategies that, in collaboration with OCFS, can be incorporated into current and future trainings.

Interventions for Victims of Human Trafficking
Meeting the Needs of Sexually Exploited Children and Youth

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. The Act decriminalizes prostitution by children, recognizing children as victims, not criminals, and makes 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 becauseof fear that family members or they themselves may be harmed. Traffickers use death threats to control their victims and keep them in compliance thus elevating fear. Child welfare workers must understand the needs of human trafficking victims, the different treatment modalities available for this group of sexually abusedchildren, and determine if the treatment modalities are appropriate.

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

Research
- Identify the impact that human trafficking has on child well-being.
- Locate assessment tools that can be utilized by child welfare staff.
- Determine evidence based/informed interventions and approaches to meet the needs of young human trafficking victims.

Report
- Provide a report on the above findings to serve as information that may support curriculum development done in concert with the sponsor.

Managing Negative Child Welfare Media

Child welfare agencies occasionally find themselves the target of negative media attention in responses to high profile child welfare cases. These include child fatalities or situations where children have been placed in extreme danger. The impact of such events without media attention is devastating for child welfare professionals. When media scrutiny compounds an already horrific situation, the ripple effects can continue for months to years.Morale suffers and staff find themselves struggling to maintain the high levels of focus and commitment required for effective child welfare work.Staff closest to the case suffer feelings of shame and guilt and those emotions ripple through the agency even to those uninvolved with the case.Regardless of their involvement, many child welfare staff feel they exist under a microscope and scrutiny of the media. The media glare can impact staff health and well-being and day to day attitudes about their work. Most damaging, it can cause caseworkers and supervisors to become distracted from their roles and second guess themselves. Decision-making becomes more defensive and reactionary rather than thoughtful and proactive.

Organizationally, the response may be a knee jerk reaction to implement broad and sweeping changes. In some cases these can have positive impact, but more often the response is so immediate that the careful examination, thought, and analysis required for true organizational change never occurs. Even in those situations where positive decisions and improvements are made, the agencies and staff are left experiencing increased stress, health issues, burnout, and turnover.Although there may be situations where staff and agencies are truly at fault, these situations are rare. When there are such missteps, they are usually the result of complex circumstances often related to large caseloads, inadequate supervision, and agency mismanagement.

The depiction of child welfare staff and agencies in the entertainment media is often negative, distorted and reflects a gross misrepresentation of the realities of child welfare.Caseworkers are often portrayed in stereotypical 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 own or a permanent home, while promoting 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 burnout and secondary trauma experienced by many working in child welfare.

The misrepresentation of child welfare in the broader media becomes further reinforced when there are high profile cases in the news. Misconceptions about child welfare are only strengthened when child welfare staff are cited for incompetence and mismanagement of cases. This match project will be aimed at discovering strategies for better managing the media's messages regarding child welfare, while also identifying

ways to manage the impact of these messages on the functioning, well-being and resiliency 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.

Research
- 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 thatidentifies 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.

Organizational Change
Influencing Peers and Managing Up

Many child welfare organizations find it challenging to shift practice. Currently in New York State, a lot of training and coaching is being offered to administrators and supervisors so that they can support the staff they supervise in implementing strategies that help families achieve the child welfare outcomes of safety, permanency and well-being. Many child welfare staff members including line supervisors express that it is difficult to shift practice when their peers or managers are the ones creating barriers.

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

Research
- Research tested strategies for influencing one's peers, supervisors, and administrators in the organization.
- Gather statistics on the success rate of influencing peers and managing up.

Curriculum Development

- Provide a report on the above findings to serve as information that may support curriculum development done in concert with the sponsor.

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 which 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 work 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.

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
- Determine strategies that successfully prepare the youth for reintegration into their family and community within six months.
- Determine 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 online 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 online 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 online 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.

The Role of Boyfriends and Paramours in Child Welfare Cases

Numerous child welfare cases have shown that boyfriends, and live in paramours, are associated with higher incidents of abuse and maltreatment. According to a March 2014 article in the Miami Herald, "The group has proven repeatedly to be a significant danger, especially to infants and toddlers who cry, scream, fuss, soil the sheets and stay up half the night while the paramour is on babysitting duty."

It is important to make the distinction between biological fathers and boyfriends. According to an HHS manual on fathers, "unrelated male figures and stepfathers in households tend to be more abusive than biological, married fathers"…and that mothers' boyfriends pose risks because they do not have the same emotional and normative commitment to the child's welfare, and the same institutionalized role as a father figure as do biological fathers" (The Importance of Fathers in the Healthy Development of Children, HHS, 2006)

Adding to the difficulty and complexity of these situations, is that boyfriends and/or paramours may not be considered family members and may not always be interviewed or assessed by child welfare staff during the child protective investigation, or at later points during child welfare involvement. Relationships between mothers and boyfriends may be dynamic and frequently changing. Mothers may not even consider a male friend a boyfriend as such, but may still leave her young child in his care. This presents challenges for child welfare staff who need to critically assess for safety and risk throughout the life of a case. Staff need strategies for interviewing and establishing strong professional relationships with family members and accurately assessing who will be caring for the child(ren) at all times. How child welfare professionals engage and work with mothers and extended family to explore relationships with boyfriends and paramours is key. Further, child welfare staff are rarely prepared for engaging and interviewing boyfriends and paramours.

CDHS/ICHP proposes a Match project to gather and summarize the most current and important literature and findings on the role of boyfriends and paramours in child welfare cases. Of particular interest are findings that provide information and direction in the following:

Research

- Determine the most effective strategies for assessment and intervention when there is a known boyfriend or paramour in the home.
- Develop methods for child welfare staff to engage the wider range of men that mothers are involved with and who may be exposed to and/or caring for their children.
- Determine how to effectively engage the mother and extended family in protecting children when there is a boyfriend of paramour with child caring responsibilities.
- Locate effective staff training strategies that are being used successfully to address this issue.

Training

- The Match project will then work with CDHS/ICHP staff to distill findings into tools and strategies that, in collaboration with OCFS, can be incorporated into current and future trainings.

Time Management among Child Welfare
Balancing Time in the Field with Documentation

An important challenge facing child welfare staff is how to balance their time in the field with families, versus the demands of documentation. Those who choose to work in child welfare do so because they want to help children and families. Many have educational backgrounds in social work, psychology and human services. Sadly, the expectations for documentation are extensive and well beyond what new staff expect when they join the field of child welfare. Staff can easily fall behind with required documentation and complain about these often overwhelming demands. Most frustrating, is the reality that documentation, although necessary, takes time away from the essential work needed with children, families, and collaterals to achieve child welfare outcomes.

In several districts and agencies, tablets and laptop computers have been provided for staff to allow documentation to occur as quickly as possible while in the field following a visit or activity. This helps somewhat with time management, but some documentation may still be required when they return to the office. Some supervisors set aside protected time each week for documentation to allow staff to be as current as possible with their required reporting. Although these are helpful strategies, more are needed. Staff are often faced with the decision: do I use my time to meet with the children, families and collaterals, or should I use the time to catch up on my documentation.

The expectation is that documentation is to be completed contemporaneously, as quickly and as possible, following a contact or action with or on behalf of a family. When there is any sort of time lapse between caseworker activity and documentation, information

becomes less accurate and complete. Information that is to be shared with supervisors, family court, colleagues, future caseworkers, and families themselves can be compromised. Obviously, the accuracy of information and details in a case file are critical to good casework.

CDHS/ICHP proposes a Match project to gather and summarize the most current and important literature and findings on balancing time with families and collaterals vs. time spent in documentation. Of particular interest are findings that provide information and direction in the following:

Research
- Determine effective and proven time management strategies for child welfare staff.
- Identify supervisory approaches to helping staff better balance time in the field with documentation.
- Highlight organizational tools and methods that have proven effective in helping staff manage documentation with time with families.

Training
- Develop training strategies that can assist staff, supervisors and administrators with the managing time in the field with time working with families.
- The Match project will then work with CDHS/ICHP staff to distill findings into tools and strategies that, in collaboration with OCFS, can be incorporated into current and future trainings.

Training the Multigenerational Workforce

We currently have four generations in our multigenerational workforce. The Traditionalists, who were generally born before 1945, represent about five percent of the US workforce. Baby Boomers represent about thirty-eight percent of the workforce,while Generation X comprises about thirty-two percent of the workforce, and Generation Y represents about twenty-five 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
- Identify prominent learning styles and needs for each of the four current workforce generations.
- Identify 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.

Training Resource System for HRA

CDHS/ICHP provides training, technical assistance and coaching to the Human Resource Administration (HRA) in New York City, offering a wide range of services that support and enhance organizational outcomes. In order to provide HRAstaff with the information, tools, and skills that they require to perform effectively in a rapidly changing environment, CDHS/ICHP is seeking faculty partners who can provide expertise and assistance in developing training materials in the areas of management, supervision, leadership development, and incorporation of new technologies to services systems at both the state and local levels.

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

Research
- Conduct research on current national trends and successful models with regard to initiatives such as these:
  - management, supervision and use of one-on-one coaching and group coaching to promote achievement of organizational goals
  - current trends in train-the-trainer tools and techniques
  - working with a diverse audience, including cultural, gender and generational diversity
  - managing up
  - transfer of learning specific to on-the-job support from management
  - leadership skills development for managers and supervisors

Curriculum Development
- Develop educational materials and activities for the above stated research.
- Provide materials that will assist in the updating ofpreviously developed curricula, including supplementary materials related to these topics:

- Adult Learning Theory
- Coaching and Mentoring for Managers and Supervisors
- Managing Conflict within the Training Room
- Communication Skills
- Competency-based Training
- Emotional Intelligence
- Performance Measurement