



# 2022

## Annual Report





# The Year in Summary From CWEP

Dear Colleagues:

Fiscal year 2021/2022 has been transformational for the Child Welfare Education Partnership (CWEP). Earlier this year, while the world slowly recuperated from the pandemic, CWEP and DCYF partnered to define the best plan for training moving forward. Certain trainings returned to an in-person format, while other trainings were developed into a hybrid training model (some components online, others were in person) to accommodate staff and instructors. Over the course of the year, CWEP has had 5 Core classes return to an in-person format with a plan for others in 2023.

There has been an increased need for more advanced training opportunities than in previous years, especially related to creating trainings for staff as a result of legislative changes. To ensure we provide the best training for the changing needs of DCYF and create the best curriculum possible, CWEP has also established several operating and quality improvement processes which will streamline the curriculum development process more efficiently.

Throughout this report, you will find links to the detailed data about class offerings, opportunities for caregivers, adoptive parents, and all levels of DCYF staff. CWEP is committed to improve evaluation methods and establish a greater focus on utilizing the data to improve curriculum.

I am so honored to have joined the CWEP team in May 2021 and have been inspired to look back over the past year to see all that this amazing CWEP team has accomplished in partnership with our colleagues and the Bureau of Professional and Strategic Development. CWEP staff truly desire to provide the best learning experience for DCYF staff and caregivers. We are grateful for our strong partnership with DCYF and look forward to another year of learning and growth.

**Julie Panicci, MSW**

Director of CWEP



# The Year in Summary from the Bureau of Professional and Strategic Development

We have all heard so much about the “new normal” to come in 2021 and early 2022 as the world was impacted by the Covid 19 pandemic. It seems to have arrived, and this past year DCYF and CWEP have flexed programming and adapted training venues to create opportunities in the “new normal” professional development environment.

Nationally and locally the child welfare workplace and workforce have undergone tremendous change and we have built and piloted a “new normal” approach that maximizes learning, one being the use of a hybrid on-line and face-to-face learning model for more efficient and timely training delivery. From the early days of the pandemic, CWEP and the Bureau of Professional and Strategic Development (BPSD) have worked collaboratively and tirelessly to modify our system to be flexible and responsive, supportive of staff, caregivers and provider’s needs to keep everyone up to date and prepared to serve DCYF families, youth, and children.

New initiatives, improvements in practice, and increased focus on data are just a few of the ways DCYF expanded and improved. The Bureau of Professional and Strategic Development (BPSD) collaborated with CWEP to bring some excellent training opportunities to the field over the past year. These include partnering with Juvenile Justice Services (JJS) to support the use of the Child and Adolescent Strengths and Needs Assessment (CANS), consulting to provide Motivational Interviewing to both JJS and BPSD and providing a training series to Child Protective Services to highlight some recent legislative changes – The Presumption of Rebuttable Harm Workshops; these are just a few of the training initiatives CWEP was responsible for this past fiscal year.

Looking toward the future, we will continue to join CWEP in their mission: to enhance the potential of positive outcomes of children in care and New Hampshire families by providing quality education for DCYF staff, foster and adoptive parents, relative caregivers, residential facility staff, and community stakeholders to help children thrive, free of neglect and abuse. We will bring in the voices of parents and youth with lived experience to collaborate with us and create opportunities for input in making critical decisions that impact field practice. Some ways to accomplish this in the professional development arena are to bring our parent and youth partners into curriculum development, sharing real life scenarios for staff/caregivers to learn and practice from and most importantly listen with respect and intentionality.

DCYF, the Bureau of Professional and Strategic Development and CWEP are committed to integrating family and youth voice into all aspects of the design and delivery of the training of our new staff, caregivers, seasoned staff, residential and community providers. We are excited and inspired to enhance the professional development system to build staff and caregiver competency to empower, support and strengthen families and youth affected by the child welfare system. We are better together!

**Kimberly Crowe, LICSW**

Bureau Chief, Professional and Strategic Development  
Division for Children, Youth and Families



## Mission Statement

The Child Welfare Education Partnership at Granite State College strives to enhance the potential of positive outcomes of children in care and New Hampshire families by providing quality education for DCYF staff, foster and adoptive parents, relative caregivers, residential facility staff, and community stakeholders to help children thrive, free of neglect and abuse.

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## Vision Statement

CWEP education helps all stakeholders attain the necessary skills to help families keep children and youth safe and healthy through prevention, intervention, education, and advocacy.

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## Equity Statement

At the Child Welfare Education Partnership (CWEP) we value all individuals and families and respect diverse social and cultural identities. We strive to recognize and acknowledge that each person's lived experience is unique and important. We approach our work with empathy and through a lens that humanizes each individual.

We strive to establish and maintain intentional safe spaces for staff and stakeholders to engage in open and honest dialogue and share their perspectives and challenges. As an organization, we intend to engage in continued self-reflection of our implicit biases and assumptions, as well as promote self-awareness and critical thinking that broadens viewpoints and welcomes discussion.

We ask tough questions and empower staff and stakeholders to effectively engage in courageous conversations. Our work and commitment are continuous and embedded within the fabric of every aspect of our organization.

We recognize the systemic structures and barriers that exist for families and are aware of power differentials. As a response, we take purposeful actions to become change agents and empower others to consciously dismantle barriers to equity.





## CWEP Staff

<b>Stephanie Banks</b>	Curriculum Specialist
<b>Ryan Belanger</b>	Program Support Assistant
<b>June Cairns</b>	Special Projects Coordinator
<b>Paula Carrier</b>	Birth Parent and Youth Training Coordinato
<b>Kaylin Chandler</b>	Instructor/Coach
<b>Kristin Desmarais</b>	Instructional Designer
<b>April Frazier</b>	Instructor/Coach
<b>Margherita Giacobbi</b>	Event Coordinator
<b>Susan Larrabee</b>	Attorney Instructor/Coach
<b>Katie LeBell</b>	Instructor/Coach
<b>William McMaster</b>	Quality Assurance Specialist
<b>Michele Naismith</b>	Staff Training Administrator
<b>Julie Panicci</b>	Program Director
<b>Lindsay Seavey</b>	Preservice Coordinator, Curriculum Writer
<b>Tracy Smith</b>	Instructional Designer
<b>Brandy St. Hilaire</b>	Administrative Assistant
<b>Gail Thomas</b>	Caregiver Training Administrator
<b>Anthony Torino</b>	Instructor/Coach

## Division of Children, Youth, and Families

<b>Kimberly Crowe</b>	Bureau Chief, Professional and Strategic Development
<b>Teresa Lukasavitz</b>	Training Administrator, Professional and Strategic Development
<b>Eric Skillings</b>	Program Specialist, Professional and Strategic Development



# What We Do

CWEP provides learning opportunities for the professional development and learning needs of DCYF staff and partners through the development, updating, and maintenance of learning curriculum. In addition, CWEP coordinates the annual Youth Voices Summit and Foster Parent Conference as well as the biannual DCYF Conference. Quality Improvement processes and regular input from the Division creates a partnership that provides training and education to resource families, residential care providers, post adoptive families, and DCYF staff in accordance with NH practice standards, policy, and regulation.

## Core Academy

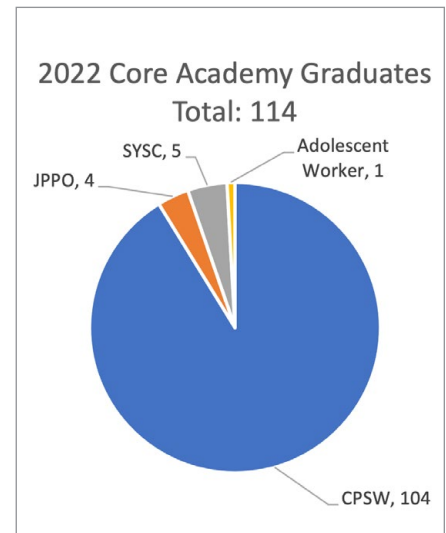
The Core Academy is offered for newly hired DCYF staff. Core classes are self-guided, face-to-face or a hybrid option. There are over 200 hours of training credits available to new staff during Core Academy. Core participants are comprised of Child Protection, Juvenile Justice, Nurses, Parent Partners, and Legal Staff.

During FY 2022, 114 new DCYF staff graduated from Core Academy. This is an increase of 12 DCYF staff from FY 2021.

**A total of 227 Core Academy classes were offered last year serving 270 learners\*.**

\*Note this number reflects the total number of DCYF staff that participated in any Core Academy training in FY21 and therefore differs from the number of graduates.

- [Click here to view Attendance and Evaluation Data](#)



## Ongoing, Advanced, and Specialized Training

On-going learning is critical to professional growth and development. It is offered to all DCYF staff to provide enhanced skill development, address DCYF quality improvement and strategic priorities, refresh key skills and knowledge of staff, and include needs assessment data from the field. On-going training is offered to be accessible, needs-based, outcome-focused, and provided virtually or in local District Offices.



# Ongoing Training Offerings

## Better Together Roundtable

2/9/2022 – Ongoing Participants: 80

Better Together fosters equal and mutually respectful partnerships between birth parents, foster parents, child welfare agency staff, allies, and community partners. This round table discussion is facilitated by one parent/foster parents and one staff/ally.

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## Bureau for Children's Behavioral Health-System of Care Training

7/1/2021 – 9/30/2021 Participants: 208

Through this training, learners will identify potential benefits of the System of Care as well as articulate which programs would be best for the unique children and youth in their caseload. They will also be able to recognize the potential benefits of the shift in providing prevention and early services as well as transitional services to children and youth through the System of Care and will be able to locate and execute a referral for the services they desire utilizing the workflow provided at the correct time.

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## CANS and Case Planning

5/3/2022 – 5/13/2022 Participants: 83

This training for Juvenile Justice staff supports the implementation of CANS by teaching next steps of using the information obtained when creating either Prevention Plans or Case Plans for case management.

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## CANS for Assessment JPPOs

11/16/2021 – 6/6/2022 Participants: 153

This training for Juvenile Justice staff provides the opportunity to learn and practice the principles of the CANS and report writing necessary for the Assessment JPPOs. The draft policy, forms and SOP are discussed. There is also time to practice using a scenario, completing the CANS, and then report writing based on the CANS results.

## CANS Implementation Support

2/11/2022 – 3/8/2022 Participants: 86

In efforts to support CANS implementation in Juvenile Justice, this training provides the opportunity to rate a Comprehensive CANS as a group on an active case or use a vignette through the Praed Foundation if there are no volunteers to present.

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## Comprehensive Assessment for Treatment (CAT)

9/8/2022 – 9/29/2022 Participants: 297

The CAT training is a one-hour webinar to educate staff on the CAT. This is a tool that is being rolled out to meet the families first act requirements. The CAT assesses a child's need for residential placement. The training gives a short history of the tool's usage and results, how it works, and what the referral process is for staff.

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## Concurrent Planning

4/11/2022 – 4/22/2022 Participants: 15

This course provides a refresher on the basics of what concurrent planning and permanency are and why they are crucial to working with children, youth, and families as a child welfare professional. Participants learn about the importance of a diligent search to locate and engage both parents and any extended family. The material will describe the timelines that are expected to be met while working towards permanency for the child/youth.

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## Motivational Interviewing

10/18/2021 Participants: 197

This required training for Juvenile Justice staff provides the opportunity to learn and practice the principles of Motivational Interviewing. Motivational Interviewing is an approach to engagement and gathering information that will assist with completing the CANS.



## New Court Forms for Residential Placement

11/1/2021 Participants: 270

This training includes information about the mandated court oversight of residential placement & assessment, and the new court forms supporting these requirements. This training also includes the DHHS Bureau of Children's Behavioral Health and DCYF presentation to the courts giving an overview of the transformation of residential treatment requirements in compliance with the Families First legislation. Additionally, this training provides a brief overview of the System of Care which includes the Comprehensive Assessment for Treatment (CAT) used to determine the necessity and level of residential treatment.

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## NH Fatherhood Engagement Practicum

3/15/2022 - 6/14/2022 Participants: 14

Family engagement, with a particular focus on Father engagement is necessary to the successful achievement of safety, permanency and well-being for children and families served by the child welfare system. In the 2021 Program Improvement Plan (PIP) for the state of New Hampshire, the state committed to increasing the capacity of child welfare workers to engage with fathers in meaningful ways and to assess the effectiveness of their efforts. Deliverables under the PIP include updated training/curriculum and a toolbox of strategies for engagement and assessment. This facilitated peer-to-peer session supports these efforts and aligns with the PIP objectives by providing workers and supervisors with the opportunity to learn from, practice with, and receive coaching from their peers across the state to enhance and increase their family and father engagement practices.

## Prevention and Placement Case Planning

10/1/2021 - 12/31/2021 Participants: 206

This self-guided training provides staff with an introduction to the new Prevention and Placement Case plans as a result of the Families First Services Act. There is a focus on DCYF policy regarding the Placement and Prevention and Case Plans, and the course will provide participants with the opportunity to view mock Placement and Prevention plans using case examples that are provided.

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## Risk and Safety Consultation (formerly known as Rapid Safety Feedback)

7/20/2021 Participants: 49

Rapid Safety Feedback® (RSF) is a quality assurance model that uses real time data regarding families known to DCYF to identify assessments where children may be at high risk. This model is based on Eckerd Rapid Safety Feedback (ERSF) which was initially developed by Eckerd Connects to reduce child deaths due to maltreatment. RSF is currently being used in multiple jurisdictions throughout the country.

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## Revised 2022 Permanency Hearing Protocols in RSA 169-C

2/1/2022 Participants: 32

This refresher reviews the changes in protocols and practice in relation to Permanency Hearings associated with Senate Bill 93.





## Safety Planning Refresher

10/18/2021 - 5/2/2022 Participants: 84

Safety Planning emphasizes the importance of a CPSW assessing for danger relevant to all children in the home during their involvement with the family. When danger has been identified, the use of a Safety Plan must be considered and implemented if appropriate. During this course, participants learn what needs to be included within a Safety Plan, the steps needed to identify a safety network, and when to end a Safety Plan. Additionally, special considerations involving intimate partner violence (IPV) and substance abuse are shared and practiced.

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## Staying Safe Refresher

3/4/2022 Participants: 20

The Staying Safe Refresher class is an opportunity for staff to brush up on their safety skills. In a two-hour zoom, the material covered will include “going back to the basics” of office and home visit safety; de-escalation techniques and review online safety. It also covers DCYF policies and programs that support staff’s physical and emotional well-being and safety. Learners will receive two hours of training credit upon successful completion of the course.



## Supervisor Core Academy Module 1

3/16/2022 Participants: 18

This 8-hour training module introduces learners to the foundational aspects of supervising for DCYF. This module builds on the technical and theoretical knowledge learners gained through the companion online Introduction to Supervision in New Hampshire module. Learners will apply what they learn through the online module during this classroom learning experience.

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## Supervisor Core Academy Module 2

4/20/2022 Participants: 17

Supportive Supervision is concerned with supporting, sustaining, and motivating the worker in performance of their jobs and improve staff morale and job satisfaction. This role includes helping staff manage tension and handle conflict, promoting cultural and self-awareness, and supporting the workers’ process in ethical decision making.

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## Supervisor Core Academy Module 3

5/18/2022 Participants: 17

Administrative Supervision is concerned with the efficient and effective delivery of services. Administrative supervision is important to ensure people follow policies and procedures. This means the supervisor needs to know the policies and procedures and needs to make sure staff follow them.

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## Supervisor Core Academy Module 4

6/15/2022 Participants: 17

Clinical Supervision is concerned with the clinical and practice nature of child welfare supervision. The supervisor’s role is to ensure workers practice effectively with clients and it is achieved by checking cases, observing workers in the field, assessing safety, and conducting individual and group supervision.

## Addiction and the Brain

7/29/2021 Participants: 23

Addiction and the Brain explores the scientific explanation for the decision making, reactions individuals may exhibit while dependent on a substance or behavior. Attendees learn about post-acute withdrawal symptoms and how the brain is still affected by a substance even after it is not present in the body. During this training, attendees also learn ways to support a person during a reoccurrence or relapse of their disease, while remaining professional and holding boundaries and expectations.

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## Being a LGBTQ+ Ally

4/4/2022 & 4/25/2022 Participants: 20

This training provides an opportunity for participants to explore issues related to working with youth and important people in their lives who identify as Lesbian, Gay, Bisexual, Transgender, Queer, or are questioning their sexual orientation, and all those who fall outside the binaries of gender and sexuality. (LGBTQ+). The course explores societal views of gender and sexuality, culturally sensitive language, common challenges for LGBTQ+ youth, and strategies for being an ally.

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## Case Planning for Young Adults

5/13/2022 Participants: 11

This course explores how DCYF staff can support young adults as they prepare for the transition into adulthood. Participants consider developmentally appropriate and engaging strategies to support young adults in case planning and setting goals for the future. The course provides information about the HOPE Program and extended jurisdiction, and the evolving and unique needs of youth. The significance of identifying Primary Caring Adults (PCAs) and other supports for young adults is also discussed.

## Rebuttable Presumptions of Harm

6/1/2022 & 6/30/2022 Participants: 43

In 2020, HB 1162 made significant amendments to the Child Protection Act including the addition of 4 Rebuttable Presumptions of Harm to establish likelihood of serious impairment within the definition of Neglect. This workshop includes a review of these Rebuttable Presumptions of Harm. This training also explores strategies and best practices in the assessment phase of gathering information and evidence to support the application of one of the rebuttable presumptions of harm.





# Specialized Training Offerings

## 6 Core Strategies for Residential

10/20/2021 Participants: 140

This training is on the only evidenced-based practice to address and prevent the violence and conflict that leads to the use of seclusion and restraint in treatment settings and reviews the 6 Core Strategies © necessary to implement this fundamental, important culture and practice change.

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## Counter Parenting Training

5/25/2022 Participants: 15

Counter Parenting Training, presented for the DCYF Central Intake Unit, defines counter parenting, and highlights the signs of counter parenting and the effects that it has on children. This training will assist staff in identifying these issues and provides steps to address them.

## Introduction to CANS with Dr. John Lyons

9/30/2021 & 10/1/2021 Participants: 116

This introduction to the Child Adolescent Needs and Strengths Assessment Tool (CANS), led by the developer of the CANS, Dr. John Lyons, introduced participants to the assessment tool and the process for implementation within DCYF. This presentation was offered to all Juvenile Justice staff

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## Mentor Certificate Program

11/1/2021 – Ongoing Participants: 66

This training is intended to support the Field Training Specialist (CPS), Facility Training Specialist (SYSC), or Field Training Officer (JJ), in understanding the concepts, benefits, expectations, and the implementation of supporting new staff at DCYF.



## Foster and Adoptive Care Essentials (FACES)

Foster and Adoptive Care Essentials (FACES) is a series of eight three-hour online modules designed to train those interested in becoming a licensed foster or adoptive home. CWEP provides learners 24 hours of initial mandatory training to obtain licensure through New Hampshire's Division for Children, Youth and Families. Last year created a unique situation for learners and CWEP to meet the challenge by quickly moving all face-to-face classes online. This change allowed learners access at any time during the duration of the module without having to travel or be in a face-to-face situation.

There were **294 FACES courses** offered last year, and **689 learners** attended the FACES series overall.

- [Click here to view Attendance and Evaluation Data](#)

## Caregiver Ongoing Training (COT)

CWEP offers over 75 online and hybrid courses designed to provide educational opportunities to licensed foster, adoptive, and relative caregivers. All COT courses offer valuable information to learners helping them meet the needs of the children in their care. CWEP provides CEU's which qualify as DCYF sanctioned training hours needed for caregivers to retain a licensed status. Residential staff working with DCYF youth and DCYF personnel participate in Caregiver Ongoing Trainings to meet their professional development hours.

**240 COT classes** were offered last year, and **1,034 learners** attended.

- [Click here to view Attendance and Evaluation Data](#)

## Relatively Speaking

Relatively Speaking is a series of 3 modules designed to meet the needs of relative caregivers. Classes include information about the child, the birth parent, and the caregiver. Licensed and non-licensed relative caregivers are eligible to take classes.

There were **20 learners** who completed the series last year.

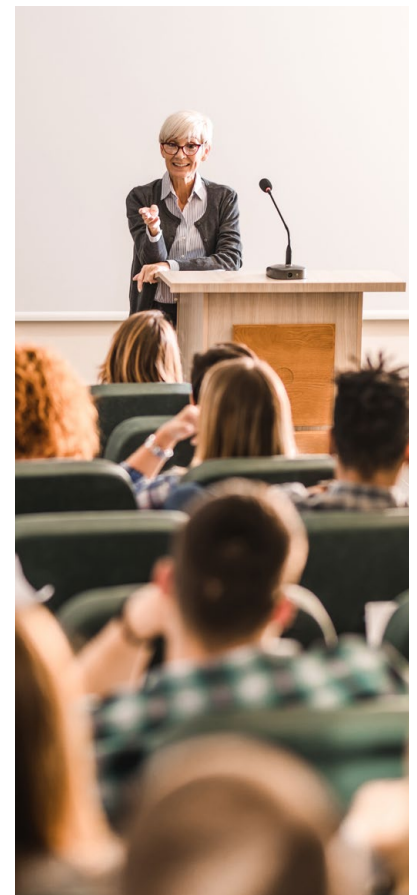
- [Click here to view Attendance and Evaluation Data](#)

## Sexual Harassment and Assault Awareness (PREA)

PREA is a 3-hour mandated training for residential staff and Sununu Youth Services Center staff on sexual harassment and assault awareness. The training meets federal mandates for certain residential facilities housing youth in DCYF care.

There were **88 residential staff** who completed PREA training last year.

- [Click here to view Attendance and Evaluation Data](#)





# Conferences



## **17th Annual Youth Voices Summit “Once Upon a Time” August 12, 2021 - 142 attendees**

The 17th Annual Youth Summit marked the second fully virtual CWEP Youth Summit. The theme of the 2021 youth summit was “Once Upon a Time,” with a focus on using ones’ own experiences to shape who they will become and inspire others.

This year’s summit featured two prominent workshops. The first workshop, the keynote presentation, was presented by former youth in care, Karen Cusano, M. Ed recently retired as the Chief Operating Officer at NFI North after four decades. Her keynote presentation features her own story of hope and resilience with the hope to inspire youth to find the keys to their own wellness. The keynote presentation was followed by a strategic sharing workshop, led by the Director of Youth Programs at FosterClub, Erich Pitcher. This workshop helped to teach youth in care how to reframe foster care experiences as expertise and safely tell stories while retaining boundaries.

A total of 142 youth in placement registered for the 2021 Annual Youth Summit. The average satisfaction rate for the conference overall was a 4 out of 5, with 83% giving the workshop a satisfaction rate of a 4 out of 5 or higher. Figure 2 shows the satisfaction rate summary for each of the statements presented in the satisfaction survey at the end of the summit.

# Conferences

## **Foster and Adoptive Parent Conference 2021, “The Impact of Transitions” October 6, 13, 20 and 27th - 80 attendees**

This conference was again held virtually over four evenings in October.

Each week a different workshop was presented with different facilitator. The first workshop on October 6th was titled “Transitions in Foster Families: Creative Tools for Understanding and Coping with Grief and Loss.” This workshop was facilitated by Sue Badeau, a nationally known speaker, author and consultant. Sue Badeau has worked with CWEP and the Fatherhood Engagement Team (FEAT) to increase staff competence and confidence in effectively engaging fathers.

The workshop on October 13th, led by Clarice Bailey, PhD, was titled “Change and Transitions: Moving Towards Connections.” Clarice Bailey is a public sector leader, bringing the principles and strategies of organizational development to city, state and national systems of child welfare, juvenile justice, mental health, community-based youth and adult programs, public and private education.

The following week featured Paul DiLorenzo leading the workshop, “Foster Parents as Partners, Advocates, and Advisors” a workshop focused on understanding the value of engaging with birth families and learning how to advocate for kids, birth families, and the child welfare agency. Paul DiLorenzo has been in the child welfare and youth development fields for four decades from his career as a social worker in Philadelphia, his administrative roles in government and with special projects, and thirteen years at Casey Family Programs.

The final workshop on October 27th was co-lead by Rob Rodler, MSW, Administrator of the DCYF Adolescent Program and Jennifer Mack, Director of External Relations for Youth Villages. This workshop, titled “Supporting Foster Youth into Adulthood.” educated attendees about the DCYF HOPE Program and the Youth Villages Lifeset Program, which assists and empowers youth to transition from foster care into adulthood.

The conference overall saw 80 attendees, with an average of 52 attendees in each workshop. Out of the 80 attendees, 62 consisted of Licensed Foster Parents, 1 was a Prospective Foster Parent, 5 were Licensed Adoptive Parents, 1 was a Relative Caregiver, and 7 were DCYF staff.

### **Support to NH Foster and Adoptive Parents**

The CWEP also partners with foster, adoptive, and relative caregivers to assure their input and participation is infused throughout our programming. CWEP continues to serve as on-going programmatic support for the New Hampshire Foster and Adoptive Parent Association (NH FAPA.) We assess the needs of foster and adoptive parents during conference planning and other trainings, and work with NH FAPA to help support their efforts and continuing commitment to the children of NH.



# Curriculum Development and Processes



## Curriculum Development Team

The Child Welfare Education Partnership now has a Curriculum Development Team (CDT) writing and editing curriculum, creating engaging material for learners, and managing our two learning management systems. The team consists of an Administrator, a Pre-Service Training Supervisor, a Curriculum Specialist, and two Instructional Designers.

## Curriculum Development Process

Between January and March of 2021, CWEP began several projects to further develop processes aligned with a system of continuous quality improvement. The CDP team began an organized assessment of Caregiver Ongoing Training (COT) offerings and has developed a rubric and rating system to determine the courses that most require a revision. Several COT courses have been revised with a plan for more revisions in the coming year.

In April of 2021, CWEP staff attended a curriculum writing workshop with the Butler Institute for Families from the University of Denver. This workshop enhanced and increased CWEP staff's knowledge of building a solid curriculum. Since August 2021, CWEP has developed and refined several standard operating procedures to ensure consistency and efficiency in processes throughout the organization.

Standard Operating Procedures (SOPs) have been developed for:

- Updating and creating new curriculum
- Creating Caregiver Ongoing Training terms
- Subject Matter Expert (SME) hiring and expectations
- Core Academy Process (Creation, Registration, Course Closure)

# Curriculum Development and Processes

## Diversity, Equity, and Inclusion

In collaboration with Clarice Bailey PhD., a national DEI consultant, the CWEP team has engaged in several equity initiatives focusing on building trainer capacity to support Diversity, Equity and Inclusion (DEI) principles in the classroom, curriculum efforts, and supporting the DCYF Strategic priorities efforts focused on DEI. With Dr. Bailey's guidance, the Curriculum Development Team (CDT) has developed the internal capacity to critically examine and develop equity-driven and locally responsive curriculum. The CDT facilitated several Capacity Building Meetings to gather input from both CWEP and DCYF staff to create an Equity Statement for CWEP see page 4. This statement was created to guide CWEP's work and to prioritize equity within each facet of the organization.

Once the Equity Statement was created, the Curriculum Development Team identified areas of growth and created tangible action items. The CDT developed a DEI checklist to evaluate curriculum within the areas of diverse representation, social justice, authenticity, assumptions, structural ideology, language, relevance, and author integrity. This tool enables the team to critique existing curriculum, prioritize revisions, and establish quality curriculum that is inclusive of the children and families we serve. As curricula are reviewed and revised, trainers are updated on the changes and as new training is implemented, the DEI principles are becoming consistently taught to new staff, seasoned staff and caregivers.

Lastly, the Curriculum Development Team has established and is continuing to build a meaningful partnership with the Youth Advisory Board to elevate the voices of NH youth. The team has sought input from youth and incorporated their perspective into courses. The CDT plans to expand this partnership to enable greater youth voice within curriculum development for each of the targeted audiences of CWEP.

## Supervisory Core

CWEP partnered with the Butler Institute and DCYF to create a full revision of Supervisory Core Curriculum. This work utilized focus groups and workgroups comprised of DCYF staff to help strengthen the curriculum and create supports and resources for supervisors in New Hampshire DCYF. The Supervisory Core series was piloted in FY21. In response to the pilot, one worker commented "I can without a doubt say that through this training I have already started implementing new strategies into my supervision with my staff - and seeing progress!" There are five modules to this training series; the first module is an introduction and the following four each focus on a function of supervision. The modules are being trained in person, with online pre-work expectations. In FY23 CWEP and DCYF will evaluate the training using the data obtained in the pilot phase and will support any additional changes that need to be made.



# Looking Ahead to FY2023

## **NH Caregiver Pre-Service Training**

Child Welfare Education Partnership (CWEP) and DCYF Foster Care Program have been partnering to bring a new curriculum to New Hampshire's caregivers. The NH Caregiver Pre-Service Training is anticipated to launch in January of 2023. This curriculum will replace the current FACES curriculum that prospective foster and adoptive parents complete to become licensed caregivers in New Hampshire. The NH Caregiver Pre-Service Training is derived from the National Training and Development Curriculum (NTDC) which is curriculum based on national research and input from experts, families who have experience with fostering or adopting children, and former foster and adoptive youth. It provides potential foster or adoptive parents (including relative caregivers) with the information and tools needed to parent a child who has experienced trauma, separation, or loss. The training will also have an extensive evaluation component.

## **Child and Adolescent Needs and Strengths (CANS)**

CANS workgroups have been ongoing in FY21 with the goal to provide initial CANS training in November 2021 to Juvenile Justice Probation and Parole Officers (JPPOs) as a tool for the Juvenile Justice transformation efforts. CWEP has been instrumental in planning for the initial rollout of the CANS for Child Protection staff in the next fiscal year. The CANS workgroup worked closely with other Family First efforts to ensure alignment and Family First Implementation.

## **Motivational Interviewing**

Planning is underway to implement Motivational Interviewing training to Child Protection staff. This approach to engagement and gathering information is complementary to the CANS and will assist staff in completing the CANS. Training will include information about this evidence-based practice from a trauma informed lens.





## **CWEP Representation on DCYF**

- Child Adolescence Needs and Strengths (CANS)
- Child Welfare Prevention Services and Communication Team (CWPSCT)
- Court Improvement Project
- Evaluation Planning
- Families First Prevention Services Act Case Planning
- Father Engagement Action Team (FEAT)
- Intake and Assessment Workgroup
- Juvenile Justice Transformation
- Mentoring Sub Committee and Workgroup
- Moodle Oversight Team
- Policy Team Meetings
- Restorative Practices Workgroup
- Structured Decision Making (SDM -Evident Change)
- Workforce Development
- Youth Advisory Board

[Click here to view financial data from FY22](#)



# Thank you for your support of our learning and professional development!

If you have any questions or would like a hard copy of the Annual Report, please contact CWEP at [Info.CWEP@granite.edu](mailto:Info.CWEP@granite.edu) or 1-603-452-1557.



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