



Office of Training and  
Workforce Development



# FY2020 Impact Statement



The Office of Training and Workforce Development provides foundational and continuous learning for child welfare and juvenile justice direct service staff and supervisors. Through the use of simulation, coaching and other best practices in adult learning, staff develop strength-based skills to protect and support the children, youth and families of New York City.

**The James Satterwhite Academy**

focuses on establishing the foundations of fundamental practice for newly hired direct service staff and supervisors. Founded in 1987, the James Satterwhite Academy, named for its first executive director, is a national leader in child welfare and juvenile justice training and professional development.

To contact the James Satterwhite Academy please email [JSARegistration@acs.nyc.gov](mailto:JSARegistration@acs.nyc.gov).

**The Workforce Institute** provides ongoing professional skills development for direct service staff and supervisors at ACS and its many partner agencies across the child welfare and juvenile justice sectors. Developed in 2016, the Institute is a partnership between ACS and the City University of New York (School of Professional Studies and the Hunter College Silberman School of Social Work).

To contact the Workforce Institute please email [wihelpdesk@acs.nyc.gov](mailto:wihelpdesk@acs.nyc.gov) or call (212) 748-1898.

As a result of the COVID-19 pandemic, the Office of Training and Workforce Development adapted most trainings and transfer of learning activities into virtual opportunities. Learners attending trainings in April 2020 through the rest of the fiscal year benefitted from high quality virtual synchronous and asynchronous learning. The information in the subsequent pages reflects our work in Fiscal Year 2020 (July 2019 through June 2020) with certain sections divided between July 2019 through March 2020 and April 2020 through June 2020.

# Our Team

Staff are culturally diverse, experienced, and highly qualified to provide professional development opportunities to direct service staff and supervisors.

## James Satterwhite Academy

44

Full-time Trainers  
and Support Staff

## Workforce Institute

25

ACS Staff

44

CUNY School of  
Professional Studies Staff

24

Silberman School  
of Social Work Staff

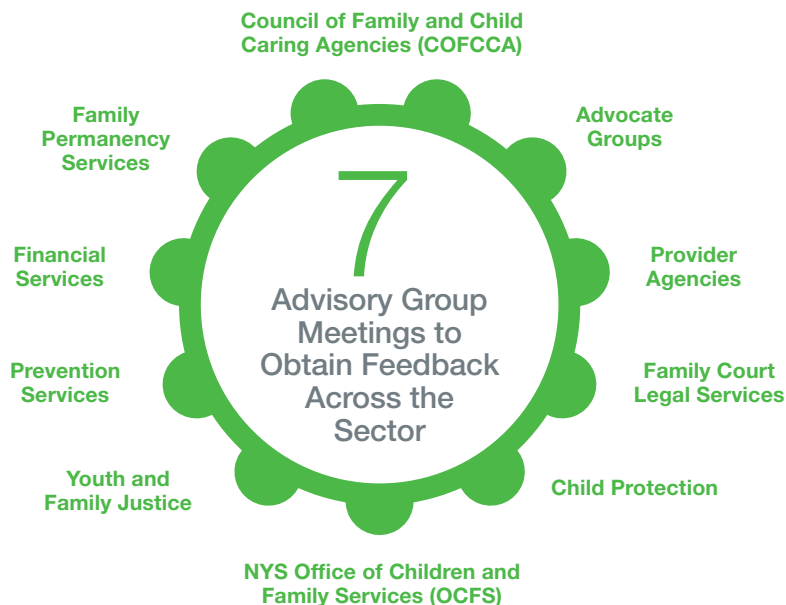
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Consultant Trainers  
Who Facilitate Programs

14

Consultant Actors Who  
Facilitate Simulations

## Advisory Group Meetings



Total Learner Participation      Total Individual Learners

Total FY20 Numbers\*      **18,235**      **7,002**

July 2019–April 2020	13,349	6,055
April 2020–June 2020	4,886	1,617

\* Because we separated individual learners by time periods, the ultimate total for FY20 reflects total individual learners for the entire fiscal year rather than the sum of individuals for each time period.



## James Satterwhite Academy Learning Programs

The James Satterwhite Academy provides intensive and thorough onboarding programs, facilitated by expert trainers, which combine classroom training with on-the-job experiences. In Fiscal Year 2020, the James Satterwhite Academy provided onboarding training to record numbers of new Child Protective Specialists, Juvenile Counselors, and Congregate Care Specialists, in addition to providing other specialized coursework. Programs range from four days to 41 days.

James Satterwhite Academy courses run for multiple weeks. Learners attend only one program due to the nature of these courses as onboarding programs.

### Total Individual Learners

**1,205** ACS Direct Service Staff and Supervisors Onboarded

July 2019–April 2020	1,094
April 2020–June 2020	111

**Courses:**

- Child Protective Specialist Practice Core
- Youth Development Specialist Onboarding
- Congregate Care Specialist Onboarding
- Family Team Conferencing Integrated

## Workforce Institute Learning Programs

The Workforce Institute provides ongoing professional skills development for direct service staff and supervisors at ACS and its many partner agencies. In Fiscal Year 2020, the Workforce Institute provided training in strengths-based engagement, coaching, safety and risk assessment, and evidence-based models, as well as other specialized coursework to numerous staff across the child welfare and juvenile justice sectors. Programs range from one day to three days.

**Course Categories:**

- Coaching
- Motivational Interviewing
- Other Specialized Courses
- Evidence-Based Models
- Evidence-Informed Models
- eLearning Programs

Workforce Institute Courses run for one to three days. Learners often attend more than one course, which is reflected in the above numbers capturing total learner participation and total individual learners.

### Total Learner Participation

**17,030**

July 2019–April 2020	12,255
April 2020–June 2020	4,775

### Total Individual Learners

**5,797** ACS and Provider Agency Direct Service Staff and Supervisors

July 2019–April 2020	4,961
April 2020–June 2020	1,506

# Learning Programs

The Office of Training and Workforce Development offers instructor-led and eLearning programs to direct service staff and supervisors at ACS and its many partner agencies across the child welfare and juvenile justice sectors. Learning programs feature a variety of adult learning methods, including new technologies, online resources and simulation, to equip direct service staff and supervisors with the skills they need to support children, youth, and families.

## Onboarding

Child Protective Specialist Practice Core  
Congregate Care Specialist Core  
Prevention Agency Case Planner Onboarding Program  
Supervisory Core  
Youth Development Specialist Core

## Coaching

Building Coaching Competency  
Building Coaching Competency –  
Family Court Legal Services (FCLS)  
Building Coaching Competency: Coaching Collaboratives  
Advanced Coaching Program Phase I: Skill Refreshers  
Advanced Coaching Program Phase II: Interactive  
eLearning Experience  
Building Coaching Competency for Senior Administrators

## Evidence-Based Models

Attachment and Bio-behavioral Catch-Up (ABC)  
Child and Adolescent Needs and Strengths (CANS)-NY  
Partnering for Success (PFS) – A framework of practice

## eLearning Programs

Applying the Mental Health Principles  
Asthma Basics: Home-Based Services for Self-Directed Asthma Care  
Communicating Infant Safe Sleep Practices  
Effective Writing Skills  
Evidence-Based Models: NYC ACS and Provider Agencies  
FTC Management Review Process  
Identifying and Working with Families of Native American Heritage  
Mandated Reporter Training: Identifying and Reporting Child Abuse  
and Maltreatment  
Medicine Safety for Children  
NYC Child Welfare Journey: Past, Present and Future  
NYC Youth Justice 101  
Overview of Family Team Conferencing  
Systems Support Office – Service Management Portal (SSO/SMP)  
Trauma: How It Impacts the Brain, Development & Behavior  
Understanding and Undoing Implicit Bias  
What You Need to Know About Child Support

## Other Specialized Courses

Case Review for Managers: Synthesizing Information  
Child Sexual Abuse: Protective Strategies  
Collaborative Assessment, Response, Engagement and Support  
(CARES)/Family Assessment Response (FAR)  
Crossover Youth Practice Model (CYPM)  
Engaging Parents with Cognitive and Other Developmental Limitations  
Family Team Conferencing Integrated  
Identifying and Addressing Intimate Partner Violence  
Include, Empower and Affirm: Providing Culturally Competent Services for  
Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth in ACS Care  
Marketing Your Program  
Mental Health First Aid (MHFA)  
Safe, Respected & Affirmed: Providing Affirming Services for Transgender  
Youth in ACS Care (TGNB)  
Safety and Risk: Investigation, Synthesis, and Assessment  
Teaming – A framework of practice  
Understanding and Undoing Implicit Bias

## Motivational Interviewing

Motivational Interviewing: A Strengths-Based Practice  
Motivational Interviewing: A Strengths-Based Practice for  
Youth Justice Professionals  
Motivational Interviewing: Engaging Families with Repeat Involvement  
in the Child Welfare System  
Motivational Interviewing: Engaging Fathers  
Motivational Interviewing: Engaging Girls and Young Women  
Motivational Interviewing: Investigative Strategies  
Motivational Interviewing: Practice Labs

## Virtual Instructor-Led Trainings

Advanced Coaching Phase I: Skill Refreshers  
Building Coaching Competency  
Building Coaching Competency: Coaching Collaboratives  
Child Protective Specialist (CPS) Practice Core  
Youth Development Specialist (YDS) Core  
Family Team Conferencing Integrated Virtual Training  
Identifying and Addressing Intimate Partner Violence  
Interim Prevention New Worker Training  
Motivational Interviewing: A Strengths-Based Practice  
Safety and Risk: Investigation, Synthesis, and Assessment  
Supervisory Core Virtual Training  
Understanding and Undoing Implicit Bias

# FY20 Accomplishments

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## Improving and Strengthening Practice

### Child Protective Specialist (CPS) Practice Core



The James Satterwhite Academy completed onboarding training for **480 new Child Protective Specialists (CPS)**. The CPS Practice Core is a 41-day intensive onboarding program for new staff. In FY20, the James Satterwhite Academy successfully implemented the CPS Practice Core refresh with two classes of new CPS. This redesigned program included updated content and alignment of classroom training with on-the-job-learning with support from the Practice Instructors (a position created for this purpose). Additionally, an assessment process was developed, which included creating tools to assess CPS-in-training so they can receive timely feedback.

### Youth Development Specialist (YDS) Core



The James Satterwhite Academy completed onboarding training for **341 new Youth Development Specialists (YDS)**. The YDS Core is a 5-week intensive onboarding program for new staff that includes a combination of classroom learning and on-the-job training.

### Understanding and Undoing Implicit Bias



The Workforce Institute continued to provide the Understanding and Undoing Implicit Bias learning program, which includes an eLearning module and a one-day instructor-led training, after its successful rollout in FY19. In FY20, **2,553 learners** completed the eLearning module for a total completion from rollout through the end of FY20 of **8,159 learners**. In FY20 from July 2019 through March 2020, **1,005 learners** completed the one-day instructor-led training (ILT). In April 2020, the Workforce Institute adapted the instructor-led training to be offered virtually and trained **219 learners** through the end of June 2020. From rollout through the end of FY20, a total of **2,448 learners** have completed the instructor-led training.

### Safety Culture



In FY20, the Workforce Institute provided **22 Safety Science Orientations** attended by **683 ACS staff and leadership**, conducted a Listening Tour to gather information from ten ACS work units who are key to creating psychological safety across the organization, and developed and delivered six skill-based workshops.

### School Fair



The Workforce Institute hosted its annual College and Graduate School Fair with college and university representatives from nearly **30 undergraduate and graduate programs** throughout the Tri-State area. Over **200 ACS employees** attended to learn more about the programs these schools offer, and the support provided through the Professional Development Program.

# FY20 Accomplishments

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## Changing Culture

### Coaching Recruitment Campaign



In FY20, before COVID-19, the Coaching Team held a mixer celebrating learners that completed Phase I of the Advanced Coaching Program with 45 people in attendance. The Team also delivered 27 Coaching Collaboratives to **186 learners** to address barriers to implementation and 16 enhanced workshops from the Skill Refresher series to **129 learners**.

During COVID-19, the Coaching Team developed and shared a short video to reengage learners, delivered specialized workshops that focused on using coaching to support staff through difficult times, delivered eight virtual coaching workshops to **71 learners**, and developed and distributed Coaching Tips of the week to engage learners and support the transfer of learning.

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### Supporting Knowledge into Practice (SKIP) Team



In FY20, Coaches held **620 coaching and motivational interviewing transfer of learning events**, with **3,007 participants** in total. This is more than double the number of events held the previous fiscal year.

The “Coaching at a Glance” micro-learning video was created to introduce coaching to new and existing staff across the child welfare and juvenile justice sectors. The video supports supervisors and staff in understanding the importance of coaching and how to build a successful coaching relationship.

Borough-Based Coaches collaborated with the Division of Child Protection on the planning, preparation and facilitation of Safety Circles. Their role was to focus specifically on how the integration of the coach approach into supervision encourages staff critical thinking and supports staff to use strengths-based engagement and foundational motivational interviewing skills to gather thorough information to inform assessments and make the most appropriate safety decisions. Data from over **1,500 Safety Circle participants** indicates a high level of commitment to using practice tools as well as high levels of commitment to and confidence in using the coach approach.

The Practice Instructor team implemented the Motivational Interviewing Practice Lab Protocol with supervisors and their units in the Division of Child Protection Staten Island Borough Office and Bronx South Borough Office. These labs were designed to support Child Protective Specialists to develop their strengths-based engagement and foundational motivational interviewing skills to integrate into their daily practice with families. This initiative was paused due to the COVID-19 pandemic.

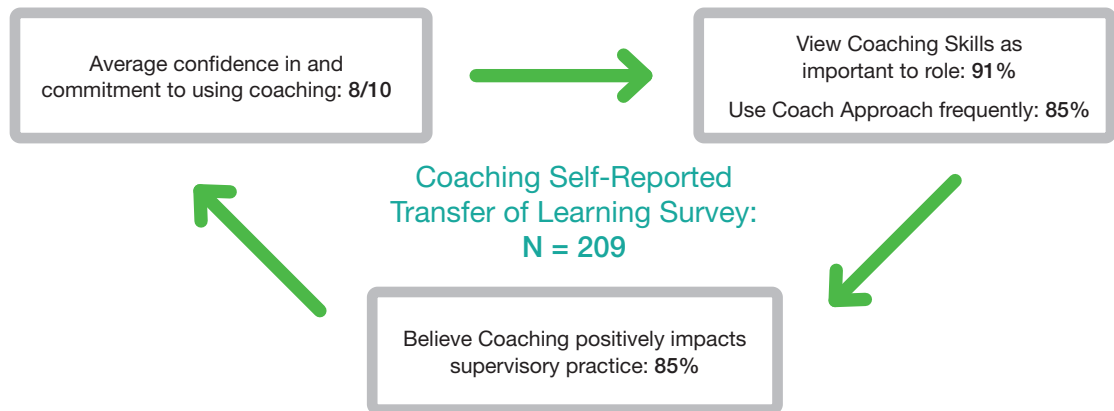
# FY20 Accomplishments

## Ongoing Assessment and Improvement

### Transfer of Learning Building Coaching Competency Survey – Cohort 2



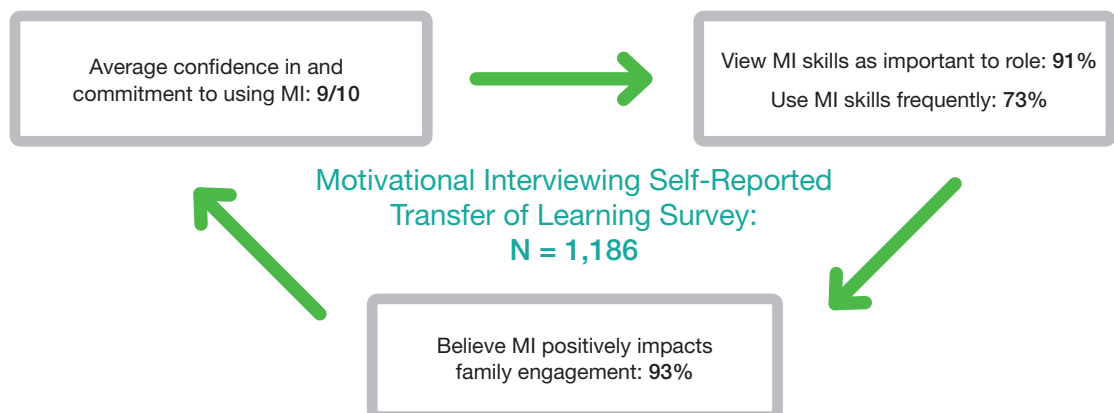
The Workforce Institute disseminated the Transfer of Learning Coaching Survey to learners who took the Building Coaching Competency program after the initial dissemination of the survey in Fall 2018. The survey's purpose was to gather information on the self-reported frequency of use of the coach approach and coaching skills as well as other factors that support transfer of learning. The survey captured responses from 209 learners (42% response rate). Survey results replicated findings from the initial 2018 survey: high levels of buy in around the coach approach as well as high self-reported use of coaching.



### Transfer of Learning Motivational Interviewing Survey



The Workforce Institute disseminated the Transfer of Learning Motivational Interviewing Survey to learners who took the Motivational Interviewing program since 2016. The survey's purpose was to understand the degree to which child welfare and juvenile justice professionals use Motivational Interviewing skills in their day-to-day practice as well as to assess other measures that are drivers of transfer of learning. With 1,186 responses (26% response rate; data collection closed due to impact of COVID-19), data indicated high levels of buy-in of the Motivational Interviewing spirit and skills as well as high self-reported use of Motivational Interviewing skills.





# FY20 Accomplishments

## Space

The Office of Training and Workforce Development continued to develop the training spaces at **92-31 Union Hall in Queens** and **55 West 125th Street in Manhattan**. Progress towards completing the sites was slowed and further delayed due to the COVID-19 pandemic. Both sites should be fully complete by the end of Calendar Year 2020.



## Conference Presentations

Members of the Family Assessment Response (FAR) team presented workshops at the **International Conference on Innovations in Family Engagement**.  
*November 2019*

Family Assessment Response (FAR) Coaches were selected by the **New York State Office of Children and Family Services (NYS OCFS)** to host a virtual Learning Exchange for child protective staff throughout the state.  
*April 2020*

Members of the Evaluation team presented on transforming knowledge into action at the **Qualtrics North East Community Symposium**.  
*January 2020*

Members of the Professional Development Program (PDP) team presented at the **International Association for Social Work with Groups (IASWG) Conference**.  
*June 2020*



# Professional Development Program

The Professional Development Program (PDP) supports and encourages the professional development of ACS employees who are pursuing their undergraduate or graduate level studies as well as supports the continued professional development of licensed social workers at ACS. Educational support services include: Release time for classes, assistance with Field Placement/Internships for students pursuing their MSW degree, and other services, such as individual and group support. PDP also administers the ACS Scholarship Program which is comprised of the **Dr. James R. Dumpson Scholarship for Graduate** level studies and the **Nicholas Scoppetta Scholarship for Undergraduate** level studies.

## Type of Degrees Supported



ACS Staff Supported



Masters in Social Work

95



Masters in Public Administration

5



Masters in Criminal Justice

1



Masters in Psychology

2



Masters in Mental Health Counseling

1



Juris Doctor

1



Undergraduate Studies in Liberal Arts/BSW

4

## Field Placements

70



59 ACS Master's Level students

2 Non ACS BSW students

9 Non ACS Master's Level students

## Scholarships



\$795,668

Scholarship Money Awarded

