

**New Jersey Task Force on Child Abuse and Neglect  
Staffing and Oversight Review Subcommittee (SORS)  
Vacant= Chair**

**Linda Porcaro = Vice-Chair**

**Tuesday January 17, 2017: 10:00 A.M. – 12:00 P.M.  
DCF Commissioners Conference Room  
50 East State St. 2<sup>nd</sup> Floor  
Trenton, NJ 08625**

**In Attendance- In Person**

Linda Porcaro	Somerset Co. Office of Youth Services
Aubrey Powers	DCF Assistant Commissioner, OPMA
*Daniel Yale	Executive Coordinator NJTFCAN

**In Attendance- Conference Line**

Amy Fischer	Administrative Office of the Courts/Monmouth
Lori Morris	CASA Bergen
Sara Munson	Institute for Families/Rutgers University
Patricia Myers	Legal Services of New Jersey
Matthew Schwartz	Youth Representative

**Staff**

Dawn Marlow	DCF-NJTFCAN SORS
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**Review of Minutes:**

Introductions were made to include the Open Public Meeting Announcement and the November 2016 minutes were reviewed by the members and approved.

***New Business:***

**Presentation:** DCF Director of Training and Professional Development- *Lisa Gallagher*

Lisa began by introducing herself and her professional background as well as describing the focus of her presentation. Lisa reported that the work at the Professional Center is in coordination with the educational University partnerships. Lisa reviewed the knowledge outcome goals for the presentation which include:

- Transfer of Learning System
- Systematic approach to Applied Behavioral Change
- Difference between Knowledge Transfer and Learning Transfer
- Evaluating Professional Development Programs

- Current interventions for a learning organization and successful partnerships

Lisa discussed that the curriculum is the first connection where knowledge transfer is going to happen. Clear behavioral outcome goals are established to ensure that behavioral changes occur with the learner and these are imbedded in the curriculum design. Lisa reported that close attention is given to the facilitation of learning to ensure that facilitators not only possess the topic area knowledge but also keep the learner excited and interested. One area that Lisa discussed around quality assurance of the facilitator is the online feedback reporting that must be completed after every class to look at areas such as the venue where the training took place, training class content, response received from the learners, etc.... These reports are submitted in real time and reviewed for trends to ensure that what is working well is replicated and what is not is re-evaluated. These reports can also provide direct feedback to local offices where trends show strength in an area over multiple learners. Another area to increase successful facilitation is inter-rater reliability where a peer facilitator as well as a mentor will observe a class and will rate the facilitator separately. This area is still a work in process. The last area under curriculum discussed was the continuous consultation and alignment with DCF to enforce and support the learning process.

The next area discussed under the transfer system is the identified learner. Lisa reported that leaders should assess their talents readiness to learn and motivation to learn and change. Facilitators try to connect self rationale of the learner to the rationale of better outcomes as the intent to use the new learned behavior. Part of the transfer system also connects and aligns the learner with the overall career goals of the learner to help them advance and become more marketable. Lisa reported that another area that is looked at is the self-efficacy of the learner and are they defiant in their resistance to learn versus vulnerable to learning a new skill and concerns that will they be supported.

Lisa discussed the next step is looking at the design of the transfer system overall and the interventions used to promote behavioral change. These interventions includes the rationale to change and what the overall impact will be, measurable goal setting, practice of the new skill such as role play, modeling the behavioral change, application review such as evaluation and coaching. Linda Porcaro asked if there is a difference seen with learners who take mandated courses versus elective courses. Lisa reported that there does not appear to be a difference and that talent responds well to the mandated courses as they feel they receive something tangible that they can use with their families. Lisa reported that marketing courses in a way that makes learners excited about the new skill is an area they focus on.

The last area Lisa discussed under the transfer system where you should see the most behavioral change is the application in the field environment. Lisa stressed for this to occur that there has to be leader and peer support of the use of new behavior. Facilitators stress the connection of the new skill to the job. Learners will use the new skill more if they are also given opportunities to use it and connect how it will impact

outcomes for the families they work with. Lisa discussed that a strong learning culture that supports applied behavioral change from leadership downwards as opposed to trying to shift a learning culture up will elicit greater success of the transfer of applied behavioral changes across and agency.

Lisa transitioned the discussion into knowledge and learning transfer and understanding the difference for evaluation. Knowledge transfer is when a learner has a skill deficit; they learn a new knowledge or skill in class and then apply it back in the field. Knowledge transfer is much easier to evaluate through pre and post testing. Learning transfer is more difficult to evaluate as there are more variables to look at. Learning transfer looks at how the new behavior is demonstrated, generalized, internalized and maintained over time. Lisa reports that you want to see that the outcomes directly correlate to the training deliverables.

Lisa then discussed how the evaluation of the professional development occurs. Lisa reinforced what was presented at the November SORS meeting from her counterpart at the Partnership in that the organization is very strong with the first two levels of Kirkpatrick's Model of Training Evaluation. Lisa reported that the last three levels are underway currently and in the future. For instance Lisa is looking at different learning modalities, new learning management system, longitudinal studies, etc...

Lisa discussed that in order for a learner to change they have to contemplate the need to change and marketing is one way to generate motivation for change. Lisa reported that facilitators and leaders use engagement skills to market and reinforce the behavioral change and celebrate the changes to reinforce bright spots.

Lisa further discussed the three main transfer of learning interventions are a combination of mentoring, live practice/coaching and teaming discussions that are already built into ongoing work such as unit meetings. Lisa also reported that her office will be providing consultation services to local offices as well to support staff around organizational development.

Lisa reported that the systematic approach to behavioral change looks at ability which includes the validity of the content of information, the design of the curriculum and learning delivery, the opportunity to use the new skills and the personal capacity of the learner. It also looks at motivation which includes performance and outcome expectations as well as a learner's readiness, motivation and self-efficacy. The last approach looks at the organizational work environment to include support from leadership and colleagues, performance coaching to include assessment of perceived or real resistance and outcome goals.

Lisa transitioned the discussion into the interventions that are currently being utilized by DCF to impact and support the learning transfer process and applied behavioral change. One area is that mentors from the professional center hold Field Training Unit Meetings every other month with the supervisors from the CP&P local offices who supervise a training unit where new trainees are placed. These meetings allow for

discussion around coaching and mentoring for these supervisors to deepen their knowledge and learning experiences for them. Lisa also reported that her staff meets with the Assistant Area Directors every month to discuss on a higher level how to support the learning environment, what learning opportunities such as leadership trainings are available, grading system, etc... Lisa further reported that her and her staff continue to provide workshops and presentations to local offices, leadership, etc... this includes consultation to offices who request additional organizational development strategies. Consultation starts with a needs assessment. In addition Lisa reported that her and her staff are reviewing and observing all supervisory classes to include Casework Supervisor, Local Office Manager and Master Supervisor to ensure that the curriculum and outcomes are aligned with leadership methodologies. This will help leaders to gain the skills needed to be a leader in any organization. Lisa reported that the rate of success for the supervisory courses for 2015-2016 was 91.6%. The final strategy Lisa discussed was the continued improvement from facilitation to design to improving learning modalities. Classes will begin to imbed global CQI across the department with a 2<sup>nd</sup> and 3<sup>rd</sup> level CQI training for advanced data analysis. Aubrey Powers discussed the 3 tiered system of CQI training to be mapped out with the 3<sup>rd</sup> level geared towards those who are the technicians who will be analyzing and gathering data to help move performance forward.

Lastly Lisa discussed forms of evaluation that is used to impact behavioral change such as performance management to assess an individual to determine skill deficit or performance deficit and the utilization of techniques to support and enhance them such as mentoring, coaching, etc... Lisa also reported that they use feedback models as well as coaching models.

Lori Morris asked how the leaders and coaches are developed. Lisa reported DCF has developed their own internal coaching model and also described how the coaching and modeling modalities start with her facilitators first, the new consultation services and leadership continuum classes all support the enhancement of leadership development.

Pat Myers asked if Lisa has encountered any barriers in meeting any of her goals regarding organizational development. Lisa reported that she has been very lucky that the leadership within DCF is very supportive of professional development as opposed to other organizations that she has worked in where professional development support started from the bottom and was difficult to cultivate it upwards. Lisa reported that as a system there are a large amount of initiatives that cannot happen overnight so learning is a process which takes time especially with a large workforce. Lisa also discussed that the biggest barrier she has encountered is the learning management system. Lisa reported that they are improving that system and one example she gave is that they are moving from a paper management system to an electronic system through the partnership with Rutgers. Providing other learning modalities for a mobile workforce is another example they are exploring.

Pat Myers commented that Lisa's reference to the workforce as "talent" is a positive enforcement for staff that they are talented and training is an enhancement for their

skills. Pat also asked Lisa if she had any recommendations for the SORS committee that should be reviewing or monitoring for the future. Lisa reported that having her come to speak to the committee to discuss knowledge and learning transfer as it applies to behavioral changes for an organization is a great step and she will think about some other recommendations and will pass them through Dawn Marlow. Matthew Schwartz asked if youth are utilized to speak at trainings about their experiences to enhance outcomes. Lisa discussed the training programming of Youth Thrive through the Office of Adolescence that has a professional facilitator who is paired with a young professional who has experienced the system. Linda Porcaro asked if the Professional Center will incorporate county agencies into the training so that staff within DCF and the key agencies has a shared experience and everyone is on the same page. Lisa reported that there are some training modalities that incorporate provider agencies within the training so that is beginning.

The committee thanked Lisa for coming and presenting.

Linda Porcaro discussed with Daniel Yale some areas to bring back to the Task Force to include feedback of expectations, goals or other areas to support the work of the SORS.

Linda reported that there will be a national webinar on Citizen Review Panels on January 23, 2017 at 3pm and once she receives information she will forward it on to the SORS members. Linda suggested that the SORS members participate in the webinar as it will provide guidance on what CRP's are doing at a national level.

### **Next Meeting:**

Tuesday March 14, 2017

10am-12pm

Location: DCF Professional Center Conference Room 104

30 Van Dyke Ave.

New Brunswick, NJ

### **Announcements & Closure**

None reported

**\*new Executive Coordinator for the Task Force**