NEW JERSEY DEPARTMENT OF CHILDREN AND FAMILIES

NJ4S Hub Implementation

April 2023

Agenda

NJ Statewide Student Support Services (NJ4S) Advisory Group
April 18th, 2023 from 5.30 – 7:30 pm Room 158

5:30- 5:45	Welcome and Introductions	Commissioner Christine Beyer
5:45 – 6:00	Status of Implementation	Assistant Commissioner Sanford Starr
6:15 – 6:45	NJ4S Information System	Robert Swirbul, Salesforce
6:45 – 7:00	District Needs Index	Daniel Cruz, Applied Research and Evaluation
7:00 - 7:15	Evolving Evaluation Plan	Jennifer Hourin, Applied Research Evaluation
7:15 – 7:30	Discussion and Next Steps	

NJ4S Programmatic Support

- Division of Family and Community Partnerships
  - Office of Family Support Services
  - Bringing on a dedicated team within the Office for technical assistance and program support
    - Unit Supervisor
    - 2 Team Leads
    - 6 Coordinators
  - Team members will be based in the vicinages for which they are responsible

Hub Awardees

- ATLANTIC & CAPE MAY
- BERGEN
- BURLINGTON
- CAMDEN
- ESSEX
- HUDSON
- MERCER
- MIDDLESEX
- MONMOUTH
- MORRIS & SUSSEX
- PASSAIC
- UNION
- SOMERSET, HUNTERDON, & WARREN
- OCEAN
- GLOUCESTER, CUMBERLAND, & SALEM

Acenda, Inc.
Children's Aid and Family Services, Inc. (CAFS)
Legacy Treatment Services
Center for Family Services, Inc. (CFS)
Family Connections, Inc.
Partners in Prevention
Catholic Charities, Diocese of Trenton
Rutgers University Behavioral Health Care (UBHC)
Preferred Behavioral Health Group
Mental Health Association of Essex and Morris, Inc.
New Jersey Community Development Corporation
Prevention Links
Center for Family Services, Inc.
Preferred Behavioral Health Group
Acenda, Inc.

Hub Workforce

- Hiring Staff
  - 15 Hub Directors
  - 15 Hub Assistant Directors
  - 38 Support Staff/Scheduling Coordinators
  - 199 Prevention Consultants
  - 37 Prevention Consultant Supervisors
  - 64 Licensed Counselors
- Staffing varies by hub, based on the number of students in high need districts

Hub Staffing

Vicinage	Director	Asst. Dir.	Support Staff	Supervising Prevention Consultant	Prevention Consultant	Licensed Clinician
Atlantic & Cape May	1	1	2	2	11	4
Bergen	1	1	3	3	15	5
Burlington	1	1	2	2	7	3
Camden	1	1	2	2	11	3
Essex	1	1	5	5	32	10
Hudson	1	1	3	3	15	5
Mercer	1	1	2	2	10	3
Middlesex	1	1	2	2	9	3
Monmouth	1	1	2	3	8	3
Morris & Sussex	1	1	2	2	12	4
Passaic	1	1	3	2	14	4
Union	1	1	3	3	18	6
Somerset, Hunterdon, Warren	1	1	3	2	14	4
Ocean	1	1	2	2	11	3
Gloucester, Cumberland & Salem	1	1	2	2	12	4
Total	**15**	**15**	**38**	**37**	**199**	**64**

Hub Advisory Group

- Students and Parents
- School Representatives
- Human Services Advisory Councils
- Children's Interagency Coordinating Councils
- CSOC CMOs
- United Ways
- Family Success Centers
- Social Service Agencies
- Community Leaders
- Church World Services (resettlement agency/migrant youth/unaccompanied minors) has reached out to be represented on a number of hubs – Bergen, Essex, Hudson, Passaic, Union, Morris
- *Representation across counties in multi-county vicinages*

School District and Community Outreach

- Reach out to school districts to learn about student needs
- Community outreach to learn about needs, existing programming/services

SAMHSA Grant to Support NJ4S

- *FY 2023 Project AWARE (Advancing Wellness and Resiliency in Education, Funding Opportunity Number SM-23-001.*

- $1.8M/year for 5 years. If awarded, commences September 30, 2023.

- Purpose: To develop a sustainable infrastructure for school-based mental health programs and services.

- Through this grant awardees leverage partnerships to implement mental health-related promotion, awareness, prevention, intervention, and resilience activities to ensure that school-aged youth have access and are connected to appropriate and effective behavioral health services with the aim of promoting the healthy social and emotional development of school-aged youth and prevent youth violence in school settings.

- What will the Grant Do For NJ4S

  - Community Alignment: Support to hubs with developing knowledge of and access of community resources for students and their caregivers

  - Implementation Science: Support to hubs for implementation of a wide array of evidence-based or evidence-informed programs across the state

  - DCF OOE Schools: Implement a hub to test out adaptations to ensure program accessibility to students with special needs.

NEW JERSEY DEPARTMENT OF CHILDREN AND FAMILIES

Development of the School District Needs Index

April 2023

A Community Centered Approach

- The School District Needs Index (SDNI) is a measurement tool used to identify **the level of need in** school districts and charter schools within New Jersey—modeled after the **Community Needs Index (CNI)** initially created by the MCH Epidemiology Program within the Department of Health's Division of Family Health Services for Early Home Visiting Services.

- Combines school district and community level indicators

Community Indicators

Data Variable	Indicator definition
Crime Rate	# reported crimes per 1000 residents
Unemployment Rate	% Unemployed of the civilian labor force
Poverty Rate	% population living below %100 FPL
Child Maltreatment Rate	# substantiated/established reports of abuse or neglect per 1000 children
Child Abuse Reporting Rate	# reports alleging child abuse or neglect per 1000 children
Drug-Related Deaths	# confirmed drug-related deaths per 1000 residents
Infant Mortality Rate	# of infant deaths by county of residence per 1000 live births
Low Birth Weight	% live births <2500 g
Resident Births	# births
Preterm <37 weeks	% live births <37 weeks
Domestic Violence	# of Domestic violence reports per 1000 residents
GINI Index	Measure of income distribution across a population *wealth inequality
Municipality Population	Total number of residents per municipality
County Population	Total number of residents per county

School Indicators

Indicators	Description
Economically Disadvantaged Students	Percentage enrolled: Economically Disadvantaged Students
Students with Disabilities	Percentage enrolled: Students with Disabilities
English Learners	Percentage enrolled: English Learners
Homeless Students	Percentage enrolled: Homeless Students
Students in Foster Care	Percentage enrolled: Students in Foster Care
Military-Connected Students	Percentage enrolled: Military-Connected Students
Migrant Students	Percentage enrolled: Migrant Students
Student Growth Trends	Median Student Growth Percentile Trends for the last 3 years
English Language Arts Median Student Growth Percentile	District median student growth percentile (mSGP)
Math Median Student Growth Percentile	District median student growth percentile (mSGP)
English Language Arts: Met Standard	Indicator of whether or not mSGP Met Standard
Math: Met Standard	Indicator of whether or not mSGP Met Standard
Math Participation Rate	Participation Rate
English Language Arts Participation Rate	Participation Rate
Math Proficiency Rate for Federal Accountability	Proficiency Rate for Federal Accountability
English Language Arts Proficiency Rate for Federal Accountability	Proficiency Rate for Federal Accountability

School Indicators

Math: Met Annual Target	Annual Target Not Met, Met, or Met Goal
English Language Arts: Met Annual Target	Annual Target Not Met, Met, or Met Goal
English Language Arts/Literacy Assessment - Participation and Performance	Data from ELA administration of NJSLA ELA Participation and Performance
Met English Language Arts Expectations	Percentage of students who met or exceeded expectations on each English Language Arts assessment
Met Math Expectations	Percentage of students who met or exceeded Math expectations on each assessment
Graduation Rate Trends Progress	Graduation Rate Trends for the last 3 years
Graduation Rate	Graduation Rate
Dropout Rate Trends	Dropout Rate Trends for Last Three Years
Dropout_ District	District dropout rate
Postsecondary Performance Measure	Percentage of students enrolled in a postsecondary institution
Percent Enrolled in Any Institution	Percent Enrolled in Any Institution
Chronic Absenteeism (Count)	Count of students chronically absent per student group
Chronic Absenteeism (%)	Percentage of students chronically absent_per student group
Chronic Absenteeism: Met Target	Met State Average for Absenteeism
Violence Vandalism HIB Substance	Violence, Vandalism, HIB and Substance Incidents by Type
Incidents Per 100 Students Enrolled	Rate of incidents for every 100 students enrolled in the district

Standardization

- **Principal Components Analysis**
  - PCA examines correlations among variables, such that highly correlated variables may be combined to form a single composite score that can be used for measurement and analysis
    - For example, if school violence and domestic violence were highly correlated, one possible solution would be to combine the two variables into one variable called violence or interpersonal violence.
  - PCA reduces the number of variables needed to construct an index, prioritizes need indicators, and removes indicators that are not meaningfully contributing to the assessment of needs

Principal Component 1

The first principal component is positively correlated with 7 of the original key indicators of Interest:

Component 1 = *Foster Care + Migrant Students + Chronic Absenteeism + Income Inequality (GINI Index) + Poverty + Domestic Violence + Crime Rate.*

These findings suggest that the 7 variables tend to increase (and vary) together. The first component in the positive direction can be viewed as students with the highest needs across school districts.
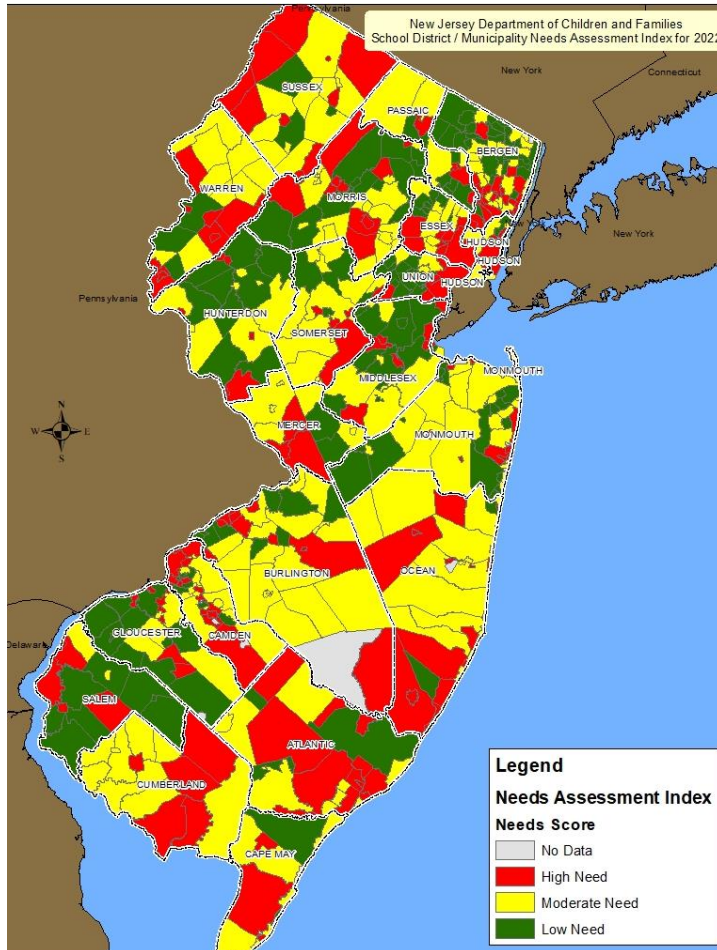
Standardization

- A priority school district is defined by a higher level of needs for key indicators, compared to schools within the same county.

- Standardization was used to compare schools on outcomes for county and state benchmarks, where available.

$$Z = \frac{\text{School Value - Mean Average of Schools in County}}{\text{Standard Deviation of Schools in County}}$$

Index Scores

New Jersey Department of Children and Families
School District / Municipality Needs Assessment Index for 2022

Legend
Needs Assessment Index
Needs Score
- No Data
- High Need
- Moderate Need
- Low Need

Score Ranges

- Scores range from 0-1
- 1=Highest Need
- 0=Lowest Need

Need Levels

- 297 "high need" school districts
- 354 "moderate need" school districts
- 251 "low need" school districts

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Correlations between student enrollment and all other need indicators

Student enrollment was positively correlated with chronic absenteeism, economically disadvantaged students, higher rates of English language learners, student-teacher ratio, and teacher retention. Higher student enrollments negatively correlated with PSAT participation rates.

Total Enrollment PK-12	(r)
ACT Science	-0.041
Chronic Absenteeism	.075*
Economically Disadvantaged Students	.074*
English Language Learners	.263**
Homeless Students	0.008
Students in Foster Care	-0.059
Military Connected Students	0.019
Migrant Students	-0.024
Incidents Per 100 Students Enrolled	-0.071
PSAT Math	.107*
Percent Enrolled in 2 Year Institution - 2019	0.012
Percent Enrolled in 4 Year Institution - 2019	-0.046
Percent Enrolled in Any Institution - 2019	-0.061
Percent Enrolled In 2 Year Institution - 2018	0.028
Percent Enrolled In 4 Year Institution - 2018	-0.027
Percent Enrolled in Any Institution 2018	-0.02
Percent Enrolled In 2 Year Institution - 2020	-0.01
Percent Enrolled In 4 Year Institution - 2020	-0.027
Percent Enrolled in Any Institution - 2020	-0.045
SAT - Math	-0.057
Math Median Student Growth Percentile	-0.074

Total Enrollment PK-12	(r)
Student Teacher Ratio	.203**
Teacher Retention	.159**
Domestic Violence	0.015
GINI Index	0.078
Crime Rate	0.007
Unemployment Rate	0.043
Drug Deaths	-0.016
Child Maltreatment Rate	-0.042
Preterm Births	-0.017
Low Birth weight Infants	0.038
Birthrate	.239**
Infant Mortality Rate	-.150**
Poverty	.238**
SAT Participation	0.06
ACT Participation	-0.032
PSAT Participation	-.173**
Non-fatal suicide attempts/self-inflicted injuries resulting in hospitalization - Rate	0.016
Non-fatal suicide attempts/self-inflicted injuries treated in ER & released - Rate	-0.065
ELA Growth	-0.057
Students with Disabilities	-.091**

r = Pearson Correlation Coefficient
* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

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Shadowen, H., O'Loughlin, K., Cheung, K., Thornton, W., Richards, A., Sabo, R., ... & Krist, A. H. (2022). Exploring the relationship between community program location and community needs. *The Journal of the American Board of Family Medicine, 35*(1), 55-72.

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NJ4S Evaluation Team

Jennifer Hourin, PhD

- Senior Research Scientist with Office of Applied Research & Evaluation (ARE), NJ4S evaluation lead

Jennifer Hyk, PhD

- Research Scientist with Office of Applied Research & Evaluation

Tracy Newell

- Dashboard Developer

TBD

- DCF Connex (Information Management System) Specialist

Why Evaluate NJ4S?

- Transparency

- Accountability

- Learn if and which services result in the positive changes they are designed to achieve

- Continuous program improvement

Approach to Evaluation

Collaborative process

- Will work with stakeholders (including Hubs, Advisory Board) in partnership to plan and implement the evaluation

- Constituent voice is incredibly important to the process
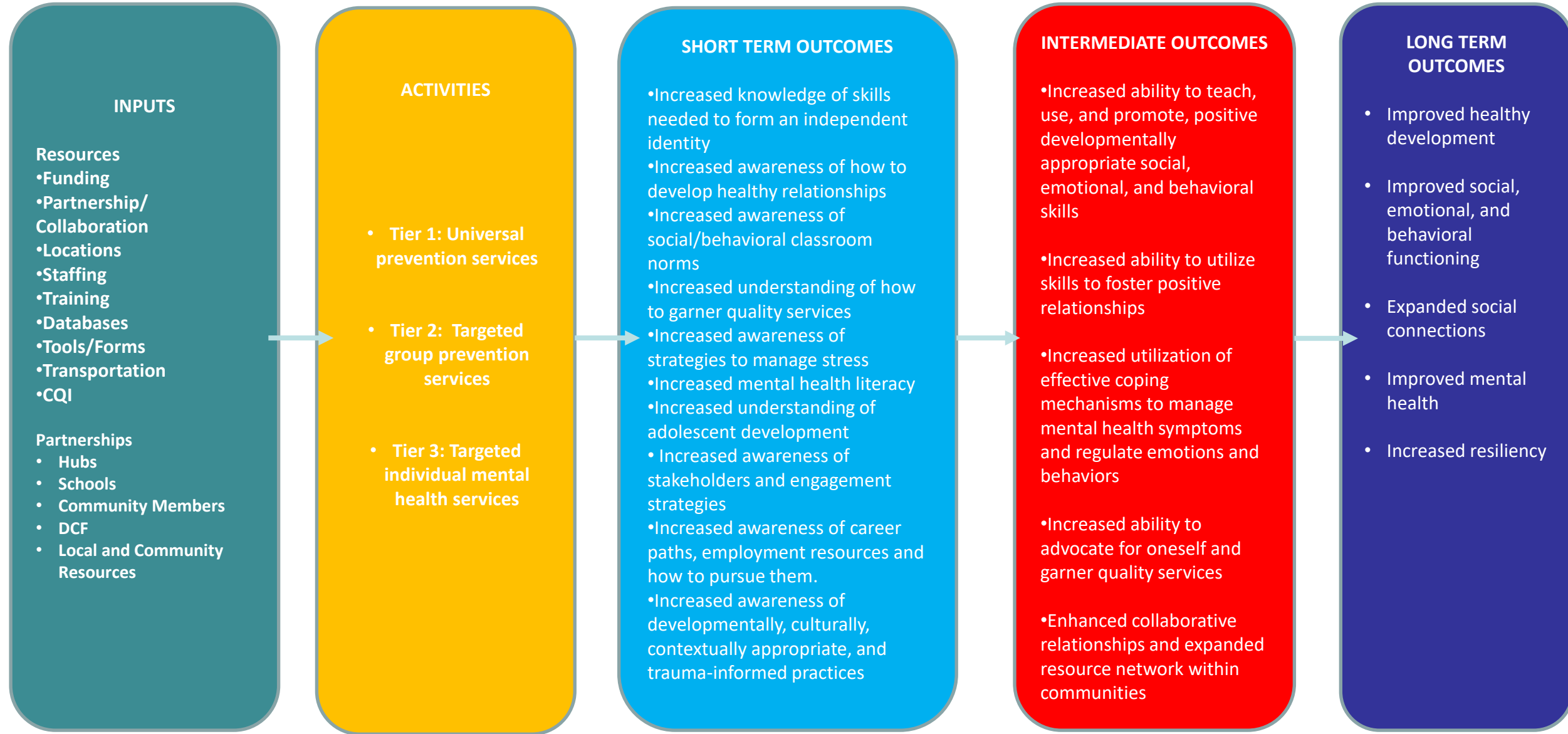
- Ongoing, open communication

Aspects of Evaluation
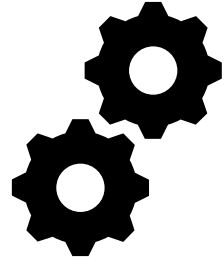
Three main aspects of the evaluation

1) Outcomes

2) Implementation/Process

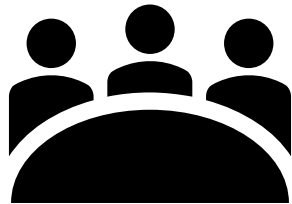3) Continuous Quality Improvement (CQI)

NJ4S Logic Model

INPUTS

Resources
- Funding
- Partnership/ Collaboration
- Locations
- Staffing
- Training
- Databases
- Tools/Forms
- Transportation
- CQI

Partnerships
- Hubs
- Schools
- Community Members
- DCF
- Local and Community Resources

ACTIVITIES

- Tier 1: Universal prevention services
- Tier 2: Targeted group prevention services
- Tier 3: Targeted individual mental health services

SHORT TERM OUTCOMES

- Increased knowledge of skills needed to form an independent identity
- Increased awareness of how to develop healthy relationships
- Increased awareness of social/behavioral classroom norms
- Increased understanding of how to garner quality services
- Increased awareness of strategies to manage stress
- Increased mental health literacy
- Increased understanding of adolescent development
- Increased awareness of stakeholders and engagement strategies
- Increased awareness of career paths, employment resources and how to pursue them.
- Increased awareness of developmentally, culturally, contextually appropriate, and trauma-informed practices

INTERMEDIATE OUTCOMES

- Increased ability to teach, use, and promote, positive developmentally appropriate social, emotional, and behavioral skills
- Increased ability to utilize skills to foster positive relationships
- Increased utilization of effective coping mechanisms to manage mental health symptoms and regulate emotions and behaviors
- Increased ability to advocate for oneself and garner quality services
- Enhanced collaborative relationships and expanded resource network within communities

LONG TERM OUTCOMES

- Improved healthy development
- Improved social, emotional, and behavioral functioning
- Expanded social connections
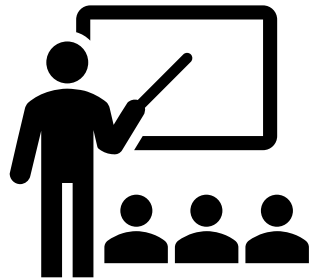- Improved mental health
- Increased resiliency

Multi-Level Evaluation

- Systems
- Hub Providers

- Schools
- Community
- Advisory Committee

- Students and parents/caregivers
- Educators/school staff

Tentative Evaluation Questions for NJ4S

- Is NJ4S implemented with fidelity to the original design, including any variation in implementation across sites?

- Is NJ4S implemented with the competency, organizational support and leadership needed to achieve programmatic goals?

- Is NJ4S equitably delivered and reaching the right students?

- What are participant and stakeholder experiences with NJ4S? Are they satisfied with NJ4S services?

- Are there (equitable) changes in healthy development, mental health, resilience, self-advocacy, social-emotional and-behavioral functioning, knowledge-skills and attitudes that form an independent identity, as well as social connections and healthy personal-institutional and community relationships among youth participating in NJ4S?

Tentative Evaluation Questions for NJ4S

- What changes are observed in substance use, pregnancy rates, school violence, bullying, drop outs and truancy among schools participating in NJ4S?

- What changes are observed in job/career readiness among youth participating in NJ4S?

- What changes are observed in mental health literacy and awareness of how to implement developmentally, culturally and contextually appropriate trauma informed practices as well as the ability to teach, use and promote positive, developmentally appropriate social, emotional and behavioral skills among educators/school staff participating in NJ4S?

- What changes have occurred in awareness of school and community stakeholders and engagement strategies among educators/school staff participating in NJ4S?

- To what extent does NJ4S enhance collaborative relationships and expands resource networks within the community?

Feedback on Evaluation Questions

- What do you think of these evaluation questions?
- Are there any additional evaluation questions that come to mind?
- Are any questions problematic or less of a priority?

NJ4S Outcome Measures – Student/Individual level

Student Outcomes Measured at the <u>Individual level</u>

- Healthy development

- Social connections (healthy relationships – institutional, community, personal)

- Social, emotional and behavioral functioning

- Resilience

- Self-advocacy

- Knowledge, skills and attitudes to form independent identity

- Career/Employment readiness skills

- Satisfaction with services (process measure)

NJ4S Outcome Measures – Student/School level

Student Outcome Measures at the School Level

- Substance misuse
- Pregnancy
- School violence
- Bullying
- Drop out rates
- Truancy

NJ4S Outcome Measures – School & Community

Educator/School Staff outcomes at the <u>individual level</u>

- Mental health literacy

- Developmentally, culturally and contextually appropriate trauma informed practices

- Ability to teach, use and promote positive, developmentally appropriate social, emotional and behavioral sills

- Awareness of school and community stakeholder engagement strategies

Community/Advisory Group/School outcomes <u>individual level</u>

- Enhanced collaborative relationships and expanded networks within the community

NJ4S Process Evaluation NIRN Framework

Implementation Drivers

Fidelity

Coaching

Systems Intervention

Training

Facilitative Administration

Competency Drivers

Organization Drivers

Integrated & Compensatory

Selection

Decision Support Data System

Leadership
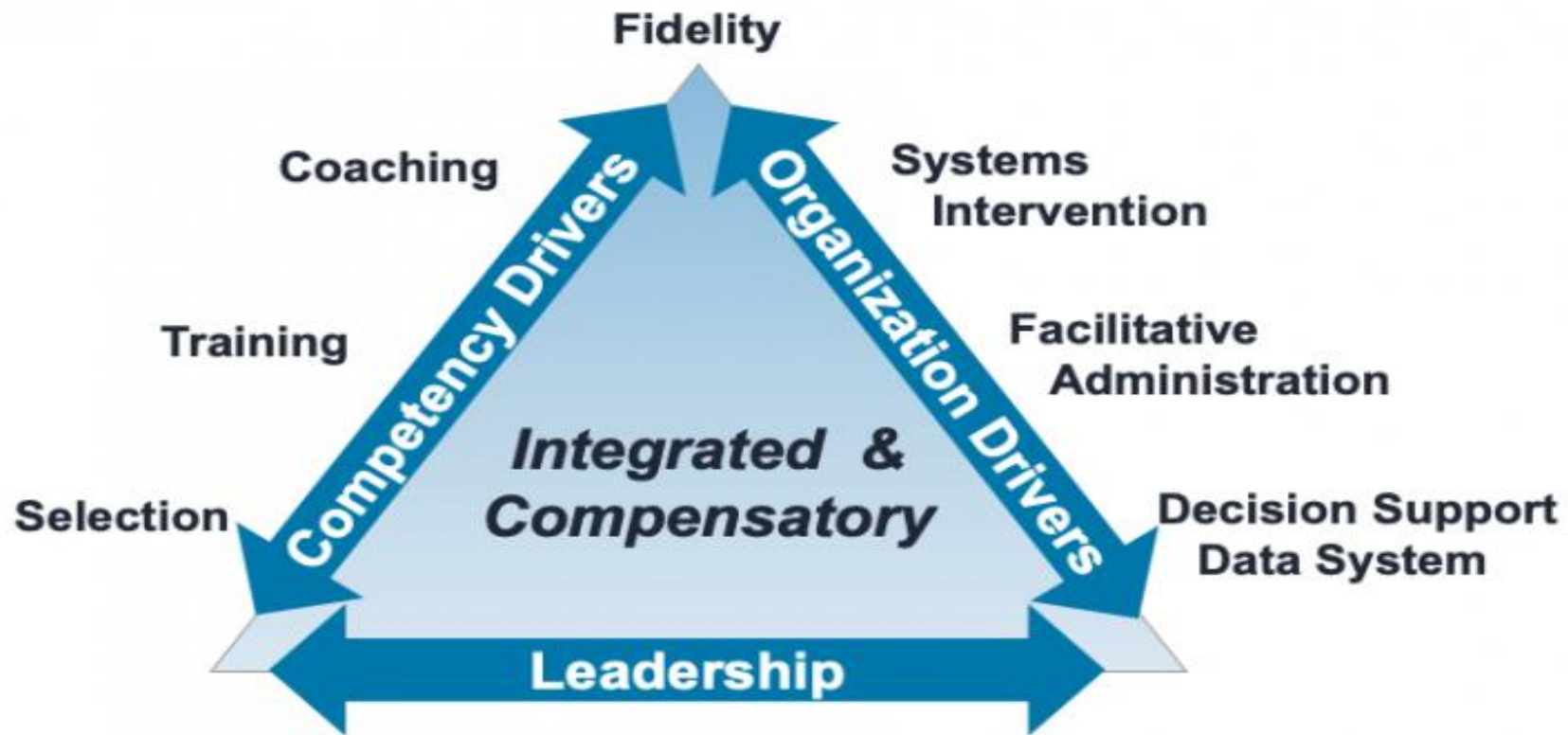
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NJ4S Process Evaluation Questions

Competency Drivers

- NJ4S hiring and recruitment processes

- Cultural competent recruitment materials

- NJ4S student recruitment and enrollment processes

- NJ4S training and coaching on EBPs

- Issues, challenges, lessons learned, promising practices and recommendations

- Hub Advisory Board formation (parents, students, caregivers, community members)

- Partnership development

NJ4S Process Evaluation Questions

Organization Drivers

- Use of assessment tools

- Issues, challenges, and lessons learned using tools

- Data collection and analysis used in decision making

- Fidelity monitoring processes

- Removal of barriers to implementation

- Feedback lop to inform competency drivers

- Peer-to-peer learning

- Utilization of systems (Universities, Hospitals) to leverage resources
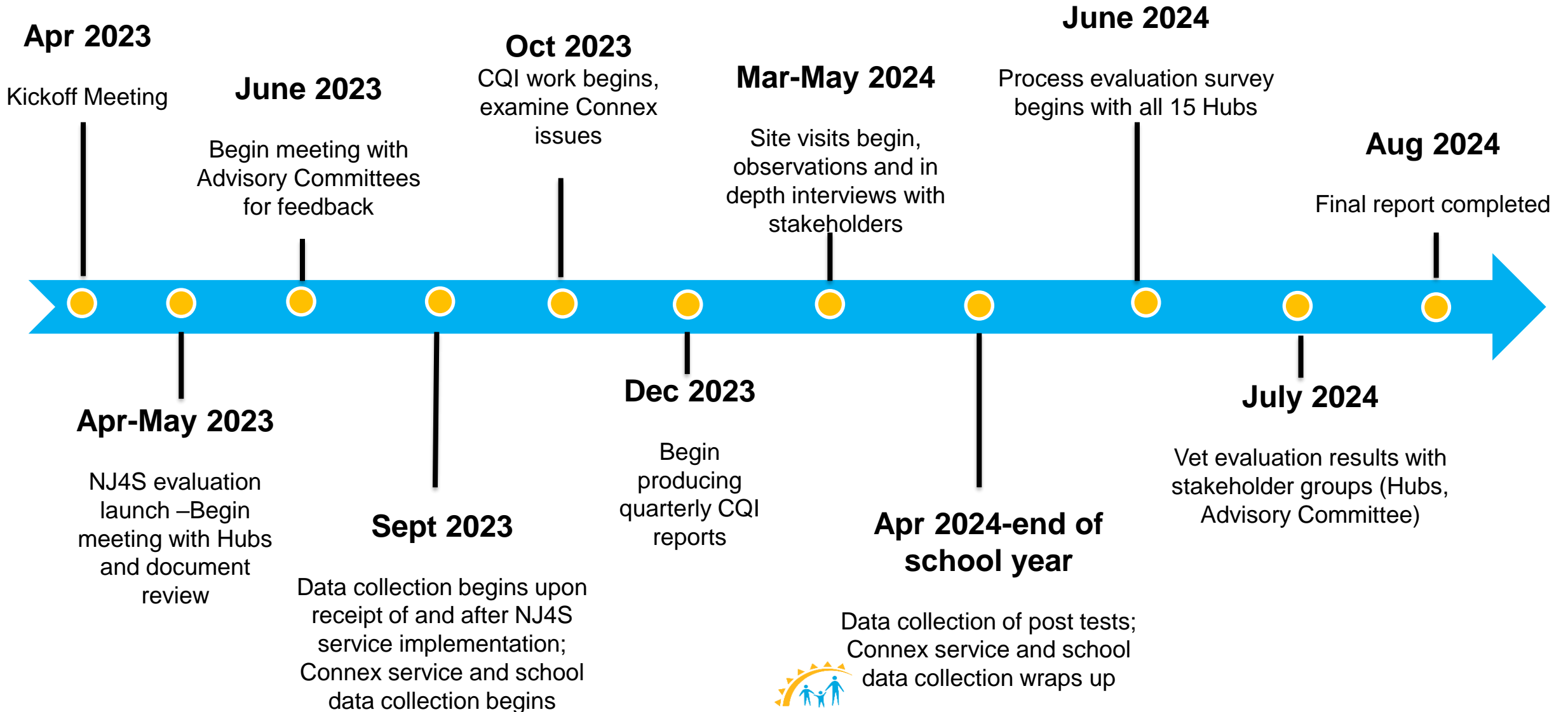
NJ4S Process Evaluation Questions

Fidelity

- Fidelity to the program model and EBPs

Leadership

- Structure of Leadership (top-down, bottom-up) to support implementation
- Clear vision and messaging

NJ4S Proposed Evaluation Timeline

Apr 2023

Kickoff Meeting

June 2023

Begin meeting with Advisory Committees for feedback

Oct 2023
CQI work begins, examine Connex issues

Mar-May 2024

Site visits begin, observations and in depth interviews with stakeholders

June 2024

Process evaluation survey begins with all 15 Hubs

Aug 2024

Final report completed

Apr-May 2023

NJ4S evaluation launch –Begin meeting with Hubs and document review

Sept 2023

Data collection begins upon receipt of and after NJ4S service implementation; Connex service and school data collection begins

Dec 2023

Begin producing quarterly CQI reports

Apr 2024-end of school year

Data collection of post tests; Connex service and school data collection wraps up

July 2024

Vet evaluation results with stakeholder groups (Hubs, Advisory Committee)

Questions & Open Discussion

NJ-DCF - NJ4S

Advisory Group
Salesforce Introduction
04/18/2023

Today's Agenda

- Team Introductions
- NJ4S Project Vision and Goals
- School Personas w/ Portal Slide
- Timeline
- Change Management
- Key Dates

Team Introductions

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Salesforce Project Team

Tom Beaulieu
NJDCF Account Executive

Saul Morse
NJDCF Account Partner

Steve Deal
Engagement Manager

Rob Swirbul
Project Manager

Tahira Yatsik
Solution Architect

Chaitanya Vegendla
Sr Technical Architect

Sanjeev Mehrotra
Technical Architect

Ose Aghayere
Solution Consultant

Scott Guthrie
Sr Solution Consultant

Patrick McConnell
Sr. Developer

Salesforce Project Team

Jenner Alpern

Tableau Solution Architect

Suzanne Lightstone

Sr Change Consultant

Janeen Walls

Change Consultant

Manjula Kubakaddi

QA Lead

Penny Chu

QA Consultant

Project Vision and Goals

Project Vision

Project Vision:

- Provide comprehensive and multifaceted prevention and support services for youth and families in NJ elementary, middle, and high schools built on young people's strengths to achieve their educational and life goals.
- Provide a platform for NJ schools to request and apply for social services programs, community resources, and mental health services for students, parents/caretakers and school staff/faculty.

Project Goals and Desired Outcomes:

- Provide a comprehensive, connected and collaborative system for DCF, Hubs and NJ schools
- Gain insights by tracking and measuring program outcomes through before and after measurements of evidence-based programs
- Allow communication between Hubs and schools on application status and updates
- Provide transparency for schools and Hubs by showing what services are offered and where (by location)
- Give Hubs the ability to track and report out on the work being performed and/or referrals being made
- Track unmet needs and wait time for services to help distribute future funds and program planning

NJ4S Portal: Goals and Benefits

Userbase: Schools and School Districts

Goals and Benefits:

- Enable NJ schools with the ability to request and apply for prevention programs for students, families and staff through a portal that is user-friendly and intuitive
- Provide communication between Hubs and schools
- Provide listings of services being offered by the Hubs
- Collect data for relevant reporting, ongoing monitoring of service prevention and the ability to prioritize and track work being performed by Hub providers
- School Representatives - have a simple and seamless application process that provides transparency into the status of the application throughout its lifecycle
- Superintendents - easily view reports with information relevant to their districts through a web-based portal to gain valuable insights into their students

Userbase: Hubs and DCF

Capabilities and Benefits:

- Allow Hub staff to manage the entire lifecycle of the application, from submission to intervention to debrief and close out
- Capture information regarding the delivery of services to youth in school districts, such as district served, range of services provided, and start/stop date of services
- Track program outcomes and demographics of youths served
- Offer universal and targeted support through tiers of services
- Include services for groups and individuals
- Incorporate referral services and track students throughout referral process, scheduled referral sessions, and referral outcomes
- Centralize reports for tracking program outcomes and metrics

Project Personas

KATHY
(School Representative)

Kathy is a School Representative who is the designated user assigned by the Principal to act as the representative from the Atlantic City High School. She is the primary point of contact between the school and the hub.

Functionality Highlights:

- User Registration
- Step-by-Step Application Wizard
- Application Statuses
- Knowledge Base
- Reports
- Communication with hub
- Insights on services & events

Key Activities

- Visits the NJ4S Portal website

- Requests and applies for services to support students, families and school staff

- Checks application statuses/check application disposition - where is it in process, where did it ultimately land

- Communicates with hub staff on an application

- Provides attestation for consents

- Has Debrief with the consultant for Tier 2 applications

- Views events and services offered by the hub

- Requests for backup School Representative

- Accesses events and services offered by the hub

Welcome to the NJ4S Online Application

School Information → Reason for Application → Participant(s) → Next Steps & Finish

Disclaimer: If you need immediate assistance due to concerns for the safety of the intended recipient of services, or the safety of others, please discontinue the application, and contact emergency services.

If you have any questions or need support in completing the application, please contact John Doe at 444-444-4444 or email john.doe@test.com.

School Information

School Name	Atlantic City High School
Address	1400 N Albany Avenue, Atlantic City, NJ 08401-6153
Vicinage	Atlantic

School Representative

Name	Richard Weber
Phone No	555-555-5555
Email	richard.weber@gmail.com

Start Application

BILL
(District Superintendent)

Bill is a District Superintendent is a designated user from the Atlantic City School District. He oversees all the schools in his school districts. They can delegate their role to someone from their district.

Functionality Highlights:

- Reports
- Dashboard view
- Insights on related services and events

Key Activities

- Visits the NJ4S Portal website

- Views a dashboard of reports

- Views report on schools engaged and service requested by type

- Views report on program outcomes and attendance

- Views report on demographics

- Views report on the number of community referrals made

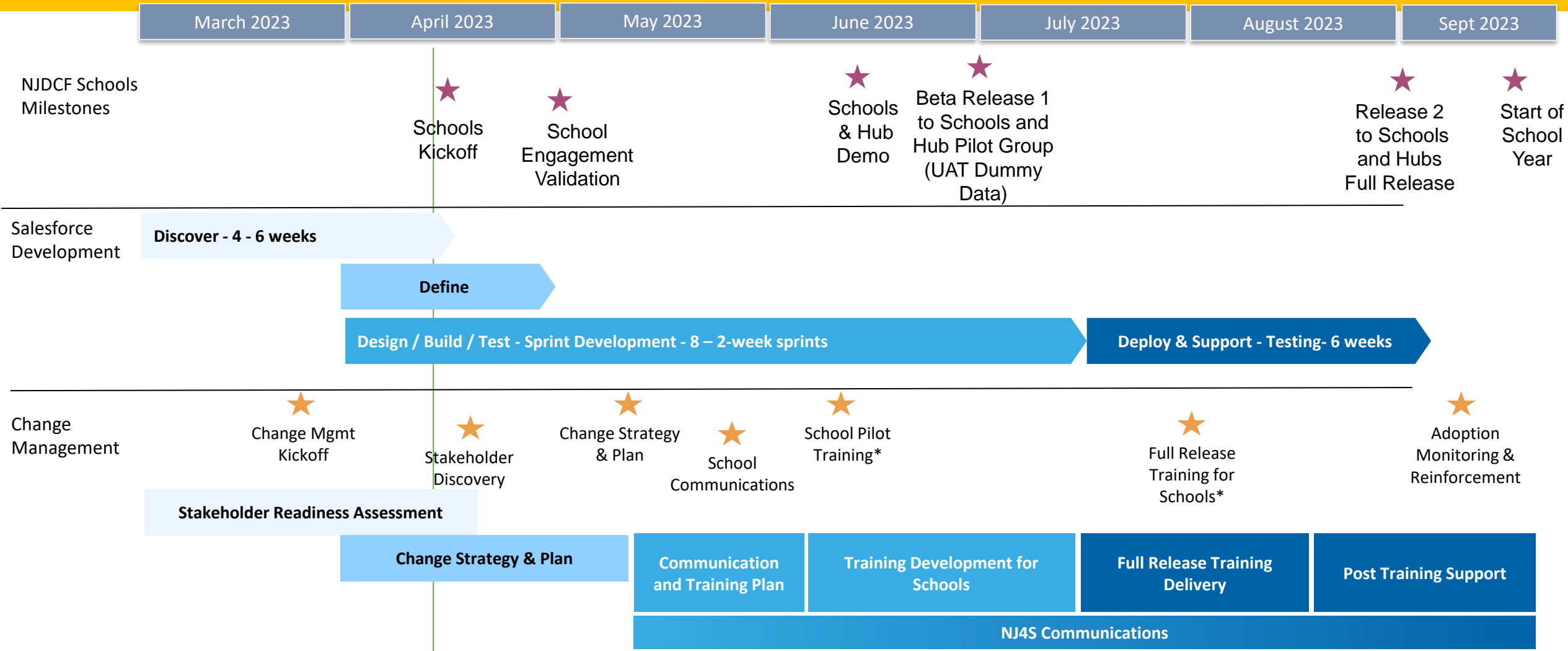- Views events and services offered by the hub

- Exports reports

Project Timeline

Schools Project Timeline
Milestones and Deliverables

March 2023	April 2023	May 2023	June 2023	July 2023	August 2023	Sept 2023

NJDCF Schools Milestones

★ Schools Kickoff

★ School Engagement Validation

★ Schools & Hub Demo

★ Beta Release 1 to Schools and Hub Pilot Group (UAT Dummy Data)

★ Release 2 to Schools and Hubs Full Release

★ Start of School Year

Salesforce Development

Discover - 4 - 6 weeks

Define

Design / Build / Test - Sprint Development - 8 – 2-week sprints

Deploy & Support - Testing- 6 weeks

Change Management

★ Change Mgmt Kickoff

★ Stakeholder Discovery

★ Change Strategy & Plan

★ School Communications

★ School Pilot Training*

★ Full Release Training for Schools*

★ Adoption Monitoring & Reinforcement

Stakeholder Readiness Assessment

Change Strategy & Plan

Communication and Training Plan

Training Development for Schools

Full Release Training Delivery

Post Training Support

NJ4S Communications

★ Salesforce Dev Activities ★ NJDCF Key Activities ★ Change Mgmt Activities *Training timeline is subject to testing and release schedule

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Change Management Approach

Salesforce Professional Services Methodology (SPSM)

Change Management: Approach

Change management is a systematic approach to dealing with the transition or transformation of a program's goals, processes or technologies.

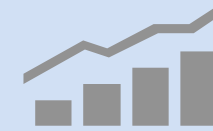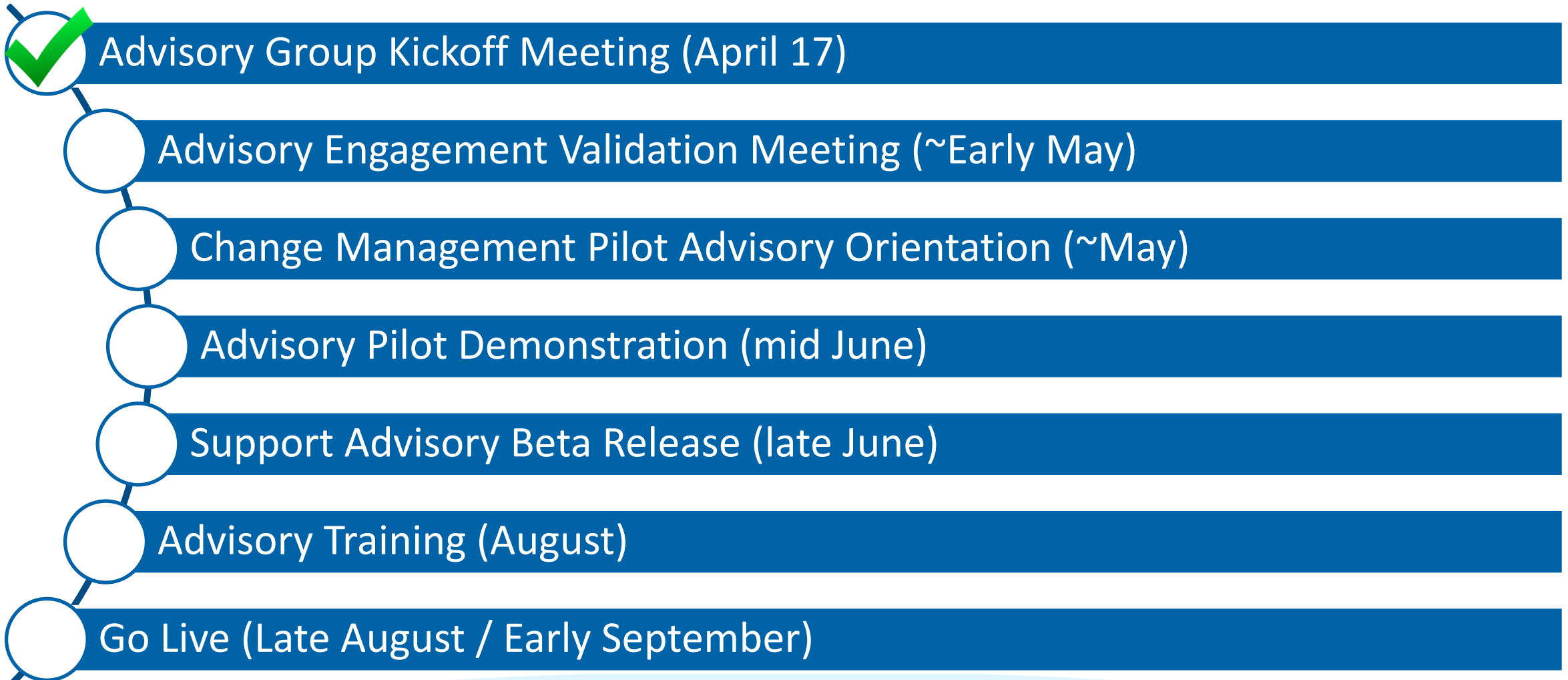| Change Planning	Communications	Process Training	Coaching & Monitoring
Drive *Awareness* and *Desire*	**Drive *Knowledge***	**Drive *Ability***	**Drive *Reinforcement***
• Engage and align people impacted by the change • Define vision and value proposition • Plan for change impacts and barriers • Identify key stakeholder groups	• Clarify expectations, benefits and "What's in it for Me" (WIIFMs) • Define communication plan • Execute communications • Develop support materials	• Develop training strategy • Define curriculum map • Design training • Conduct Train-the-Trainer sessions • Create quick reference guides	• Provide coaching and post go-live support • Monitor and report adoption and performance • Reinforce desired behaviors

Next Steps

Key Dates

Advisory Group Kickoff Meeting (April 17)

Advisory Engagement Validation Meeting (~Early May)

Change Management Pilot Advisory Orientation (~May)

Advisory Pilot Demonstration (mid June)

Support Advisory Beta Release (late June)

Advisory Training (August)

Go Live (Late August / Early September)

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Thank You