



NJ DCF Workforce: Preliminary Highlights

2014-2015

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EXECUTIVE SUMMARY

Background

A qualified and stable child welfare workforce is the foundation of effective service delivery and an important reflection of an organization’s functioning and health. The New Jersey Department of Children and Families (DCF) has made considerable investments in its workforce, and this brief report presents available data and information regarding the quality and capacity of its frontline staff and supervisors.

Using recent [MSA Monitors’ Reports](#), the [Commissioner’s Dashboard](#), [New Jersey Kids Count](#), [New Jersey Civil Service Commission Job Descriptions](#) and a range of national benchmarks, along with data provided from NJ DCF’s Office of Training and Professional Development and Office of Human Resources, the report summarizes the demographics and characteristics of the current child welfare workforce and highlights a variety of indicators of effective workforce planning and development.

Summary

The current NJ DCF workforce is...

<i>Descriptor</i>	<i>Indicator</i>
Attracted to Child Welfare	NJ DCF has a 1.27% vacancy rate
Educated & Prepared for the Work	Position requirements include bachelor’s degrees, plus relevant child welfare or social work experience
Stable & Consistent	NJ DCF has a 7.24% turnover rate, much lower than the national average (30%)
Diverse & Reflective of the Children Served	Staff race/ethnicity (44% Black, 35% White, 19% Hispanic) mirrors the demographic trends of children receiving services
Committed	74.2% of staff have been employed by the State for 6+ years
Adequately Compensated	Starting salaries range from \$49,000-\$70,000, on par with other human and protective service professions in the State
Well-supported	89-99% of caseloads meet national standards and MSA benchmarks
Well-supervised	Average supervisory ratio is low, with 1 supervisor to 4.7 workers
Well-trained	Caseload-carrying staff and supervisors are provided with 229,767 hours of training (71.5 hours on average), with 100% receiving at least 40 hours per year

Next Steps

Building on these highlights from 2014-2015, subsequent annual workforce reports will offer updated data, and a comprehensive review of all of DCF’s workforce development strategies and activities, in order to identify priorities for continued maintenance as well as future growth and opportunity.



BACKGROUND

Why Workforce Development Matters

The New Jersey Department of Children and Families (NJ DCF) is the State's first comprehensive child protection and child welfare agency, focused on ensuring the safety, well-being and success of New Jersey's children and families. Created in July 2006, DCF's vision is to ensure a better today and even a greater tomorrow for every individual the agency serves.



A supported, skilled and informed DCF child welfare workforce—and a system of comprehensive, active workforce development—is central to the achievement of these goals (NCWWI, 2015). DCF staff are the critical link between the [DCF Case Practice Model](#), as well as [DCF's core values](#), and the experiences and outcomes of the vulnerable children, youth and families served. According to the Positioning Public Child Welfare Guidance on Workforce (2010), staff development must be an agency priority for a number of different reasons:

- *A well-trained, highly skilled, well-resourced and appropriately deployed workforce is foundational to a child welfare agency's ability to achieve best outcomes for the vulnerable children, youth and families.*
- *The workforce is the agency's public face to the children, youth and families it serves. Additionally, the actions of the workforce are what stakeholders use most to judge an agency's competence and effectiveness.*
- *The workforce is both the most important and most expensive resource in which child welfare agencies must invest to achieve their goals and objectives.*
- *Studies have established a causal relationship between a capable child welfare agency workforce and positive case outcomes. This includes the influence of workforce capacity on placement stability, maltreatment recurrence, reunification, and foster care and permanency outcomes.*
- *When a workforce possesses adequate attributes, skills, knowledge, abilities and resources, the agency will be better positioned to engage clients and improve client outcomes through the services they provide.*
- *When a clear understanding of what goes into building a strong and vibrant workforce is present, management will be able to use resources more effectively and efficiently.*
- *When a workforce has credibility in the community, it will be able to engage the resources of other agencies to provide service that the agency is unable to provide.*

This brief report presents available data and information regarding the quality and capacity of the frontline child welfare staff and supervisors at the New Jersey Department of Children and Families (DCF). Using recent [Modified Settlement Agreement \(MSA\) Monitors' Reports](#), the DCF [Commissioner's Dashboard](#), [New Jersey Kids Count](#), [New Jersey Civil Service Commission Job Descriptions](#) and a range of national benchmarks, along with data provided from NJ DCF's Office of Training and Professional Development and Office of Human Resources, the report summarizes the demographics and characteristics of the current child welfare workforce and highlights a variety of indicators of effective workforce planning and development.

DCF CHILD WELFARE WORKFORCE DEMOGRAPHICS & CHARACTERISTICS

Position Requirements

An agency's screening and selection process serves to attract the most qualified applicants to the agency *and* to screen out those who are less or not qualified (Bernotavicz, 2008). The literature makes clear that screening and selecting the right staff is best done through a carefully thought-out and repeatable process (McKenzie, McKenzie & Jackson, 2007).



NJ DCF recruits from a well-educated, experienced pool of applicants. Positions require bachelor's degrees, New Jersey residency, and relevant child welfare and social work experience—*professional social work, direct support counseling, guidance, or case management involving high-risk child abuse and neglect or other problematic situations involving counseling services to clients with social, emotional, psychological or behavioral problems, including gathering and analyzing information, determining needs, and planning and supporting and/or carrying out treatment plans*—and DCF has clearly articulated the responsibilities (Table 1) as well as the core knowledge and abilities needed for the work (Appendix A):

TABLE 1: POSITION REQUIREMENTS & RESPONSIBILITIES (http://www.state.nj.us/csc/seekers/jobs/announcements/title_search.html)		
Position Title	Position Requirements & Preferred Qualifications	Responsibilities
Family Services Specialist Trainee (FSS TR)	<ul style="list-style-type: none"> Graduation from an accredited college or university with a bachelor's degree Preferred: Bachelor's or master's degree in social work or a related degree, with six (6) months of experience 	Performs the field work and office work to conduct varied types of investigations, including abuse and/or neglect referrals, in-home supervision, residential placement, foster care and Adoption Complaint Investigations (ACIs); collects, records and analyzes significant facts, draws conclusions and determines appropriate action.
Family Services Specialist 2 (FSS 2)	<ul style="list-style-type: none"> Graduation from an accredited college or university with a bachelor's degree One (1) year of related experience 	Performs field and office work to: screen allegations of child abuse and/or neglect; initiate or conduct various types of investigations, including child welfare assessments or abuse and/or neglect referrals in problematic high-risk family situations, in-home supervision, residential placement, assessment, recruitment, and placement in resource family/foster homes, adoption-related work and placement supervision; manage various aspects of court-involved cases; refer families for services; facilitate Family Team Meetings; collect, record and analyze significant facts, draw conclusions and determine appropriate action.
Family Services Specialist 1 (FSS 1)	<ul style="list-style-type: none"> Graduation from an accredited college or university with a bachelor's degree Two (2) years of related experience 	Handles a caseload of families and performs field and office work to: initiate or conduct various types of investigations, including child welfare assessments or abuse and/or neglect referrals in problematic, high-risk situations, in-home supervision, residential placement; conduct assessment, recruitment, and placement in resource family/foster homes, adoption-related work and placement supervision; assist supervisory staff in developing,

TABLE 1: POSITION REQUIREMENTS & RESPONSIBILITIES
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Position Title	Position Requirements & Preferred Qualifications	Responsibilities
		coordinating and facilitating social programs using sophisticated social work skills, including engagement, analysis, assessment group work and/or individualized therapeutic interaction with clients; assists in developing needed services, additional resources and training programs; provide direct treatment/counseling services, Family Team Meetings and referrals for family services to a high risk requiring intensive intervention; manage various aspects of court-involved cases.
Supervising Family Services Specialist 2 (SFSS 2)	<ul style="list-style-type: none"> • Graduation from an accredited college or university with a bachelor's degree • Three (3) years of related experience 	Supervises the delivery of social and protective services; assists in administering office activities according to agency policy in personnel, budget, systems and training; coordinates service with other family and children's services providers and maintains positive relationships with concerned community groups and individuals; participates in the development of policy, procedures and standards.
County Services Specialist/ Case Practice Specialist (CSS)	<ul style="list-style-type: none"> • Graduation from an accredited college or university with a bachelor's degree • Four (4) years of related experience • Two (2) years of experience in program administration 	Implements and integrates the services of the division within the designated county (or counties) human services system, consisting of multiple public and private social service agencies and programs; attempts to maximize resources by networking and interacting with all social services in the county/community.
Supervising Family Services Specialist 1 (SFSS 1)	<ul style="list-style-type: none"> • Graduation from an accredited college or university with a bachelor's degree • Four (4) years of related experience • One (1) year of experience in supervisory capacity 	Oversees the work of subordinate supervisory-level staff involved in the delivery of social and protective services; assists in administering office activities according to agency policy in personnel, budget, systems and training; coordinates service with other family and children's services providers and maintains positive relationships with other concerned community groups and individuals; participates in the development of policy, procedures and standards.

Vacancy Rate

Vacancies identify how many appropriated full-time equivalent (FTE) positions are unfilled. They are a good reflection of an organization's effectiveness with its marketing and recruitment efforts. High



vacancy rates may indicate that an organization is not connecting with appropriate applicant pools or that prospective applicants do not find available positions particularly attractive. Low vacancy rates are needed for effective child welfare practice – unfilled positions mean that cases must be left uncovered or covered by multiple staff unfamiliar with the cases, negatively impacting engagement and relationship-building with children and families (Faller, Masternak, Grinnell-Davis, Grabarek, Sieffert, & Bernatovicz, 2009; Graef & Potter, 2002; Wagner, Johnson, & Healy, 2009).

A national study found an average vacancy rate of nearly 10%, with agencies taking between 7 to 13 weeks to fill vacant positions (APHSA, 2005). By contrast, as Table 2 highlights, NJ DCF has very few open positions, with ***vacancy rates less than 2%*** in all categories of its child welfare staff and supervisors:

TABLE 2: VACANCY RATE

<i>Position Title</i>	<i>TOTAL POSITIONS</i>	<i># of Current Employees</i>	<i>Approved to Fill Vacancies (as of May 14, 2015)</i>	<i>Vacancy Rate</i>
Family Services Specialist Trainee	279	279	0	0
Family Services Specialist 2	2147	2116	31	1.44%
Family Services Specialist 1	737	728	9	1.22%
Supervising Family Services Specialist 2	650	643	7	1.07%
County Services Specialist/Case Practice Specialist	84	83	1	1.19%
Supervising Family Services Specialist 1	201	197	4	1.99%
TOTAL/AVERAGE	4098	4046	52	1.27%

Turnover & Tenure

One of the most important indicators of an effective child welfare/protection agency is staff stability and consistency on the front lines, which is captured by turnover and tenure rates. Turnover measures how often staff leave their positions, while tenure refers to the length of continuous employment.

Having a “high turnover rate can lead to a chaotic and unsafe situation for supervisors, front-line staff and the children and families served” (McKenzie, McKenzie, & Jackson, 2007, p. 4). When workers leave, remaining staff workloads increase, and their morale declines. This leads to another cycle of worker turnover, and cases being uncovered or covered by multiple staff unfamiliar with the cases assigned (Faller, Masternak, Grinnell-Davis, Grabarek, Sieffert, & Bernatovicz, 2009; Graef & Potter, 2002; Wagner, Johnson, & Healy, 2009).



Staff turnover also has a negative impact on the timeliness, continuity and quality of service provision. Studies have found that turnover is related to negative outcomes: placement disruptions, length of time in out-of-home care, maltreatment recurrence and re-entry into foster care (Flower, McDonald, & Sumski, 2005; National Council on Crime and Delinquency, 2006; Strolin, McCarthy, & Caringi, 2007; Strolin-Goltzman, Kollar, & Trinkle, 2009; U.S. GAO, 2003). For example, one study found that agencies with a 9% turnover rate had a 6.1% rate of children who experienced re-abuse, while agencies with a 23.4% rate of turnover had a 14.9% rate of re-abuse (National Council on Crime and Delinquency, 2006). In another study, youth with only one caseworker in a given year had a 74.5% chance of achieving permanency, while youth with two caseworkers had a 17.5% chance of permanency, and youth with more than three caseworkers had only a 1% chance of permanency (Flower, McDonald, & Sumski, 2005).

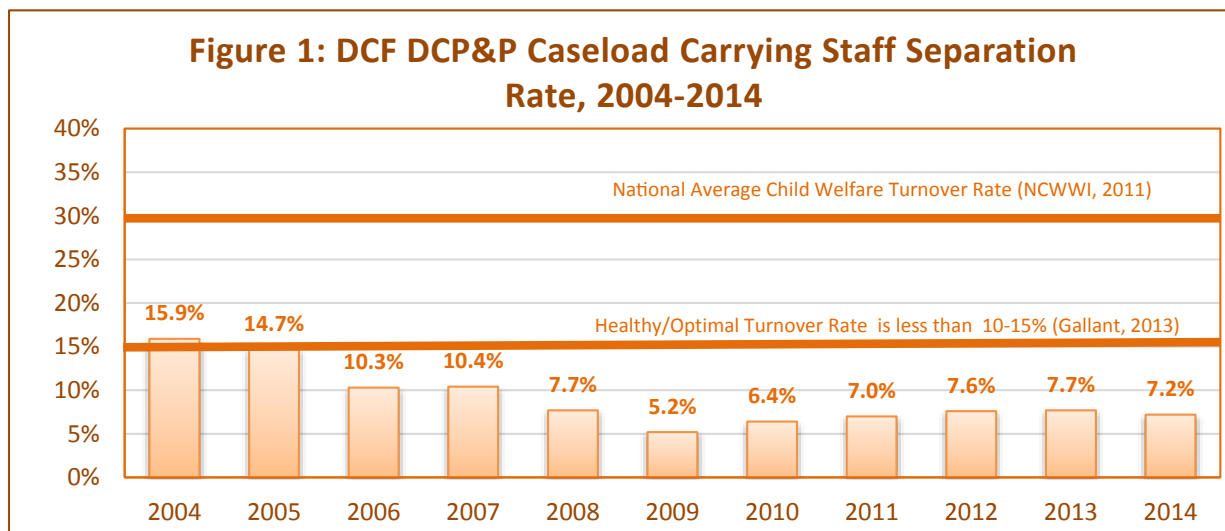
Staff turnover is also financially costly, ranging from 45% to 115% of an employee’s annual salary (CPS Human Resource services, 2006). A recent study by the Sunset Advisory Commission (2014) on behalf of the Texas State Legislature estimated that the cost to the State of each caseworker leaving the child welfare agency was approximately \$54,000, given the expenses related to recruiting, screening, selecting, training, and onboarding new staff.

Studies indicate that average turnover rates for public child welfare/protection agencies range from 20% to 40% (NCWWI, 2011). Across all industries, turnover rates that fall below 10-15% are typically

considered “healthy” or “optimal” (Gallant, 2013). By comparison, even as DCF has expanded the size of its caseload-carrying workforce (CLC) by 30% from 2004 to 2014 (from 1921 to 2545 staff), ***it has managed to achieve and sustain extremely low turnover rates for the last ten years:***

TABLE 3: TURNOVER ¹											
Indicator	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Total CLC Staff (as of Dec. 31)	2545	2511	2590	2495	2494	2449	2513	2498	2401	2155	1921
Average CLC Staff (Year)	2528	2550.5	2542.5	2494.5	2471.5	2481	2505.5	2449.5	2278	2038	1830.5
Growth	1.35%	-3.05%	3.81%	0.04%	1.84%	-2.55%	0.60%	4.04%	11.42%	12.18%	10.40%
Total # of CLC Separations	183	195	192	175	158	130	194	254	235	299	291
Turnover Rate	7.2%	7.7%	7.6%	7.0%	6.4%	5.2%	7.7%	10.4%	10.3%	14.7%	15.9%

Figure 1 makes clear that DCF’s turnover rate is well below the national average and is well within national benchmarks reflective of a stable, consistent workforce:



In terms of length of service in public agencies, studies have shown that child welfare/protection staff remain an average of two years on the job (US GAO, 2003). As Table 4 below illustrates, the ***tenure of DCF staff is also quite high:***

TABLE 4: TENURE (length of DCF/DHS service in years ²)											
TOTAL	< 1	1	2	3	4-5	6-10	11-15	16-20	21-30	> 30	
FSS TR	279	134	138	1	1	1	2	-	1	-	
FSS 2	2116	3	73	185	257	257	1032	285	19	4	
FSS 1	728	-	-	-	-	8	280	300	52	78	
SFSS 2	643	-	-	-	-	-	103	323	131	77	
CSS	83	-	-	-	-	-	13	38	9	21	
SFSS 1	197	-	-	-	-	-	7	61	40	64	
Total	4046	137	211	186	258	266	1,436	1,009	251	245	
Percentage		3.4%	5.2%	4.6%	6.4%	6.6%	35.5%	24.9%	6.2%	6.1%	

¹ Turnover is defined as separation from DCF service, and does not include promotions or position changes.

² 95% of current DCF employees have been employed by DCF, and its predecessor DHS/DYFS, for their entire tenure with the State. 5% of the current DCF child welfare workforce entered State service through other departments/divisions.

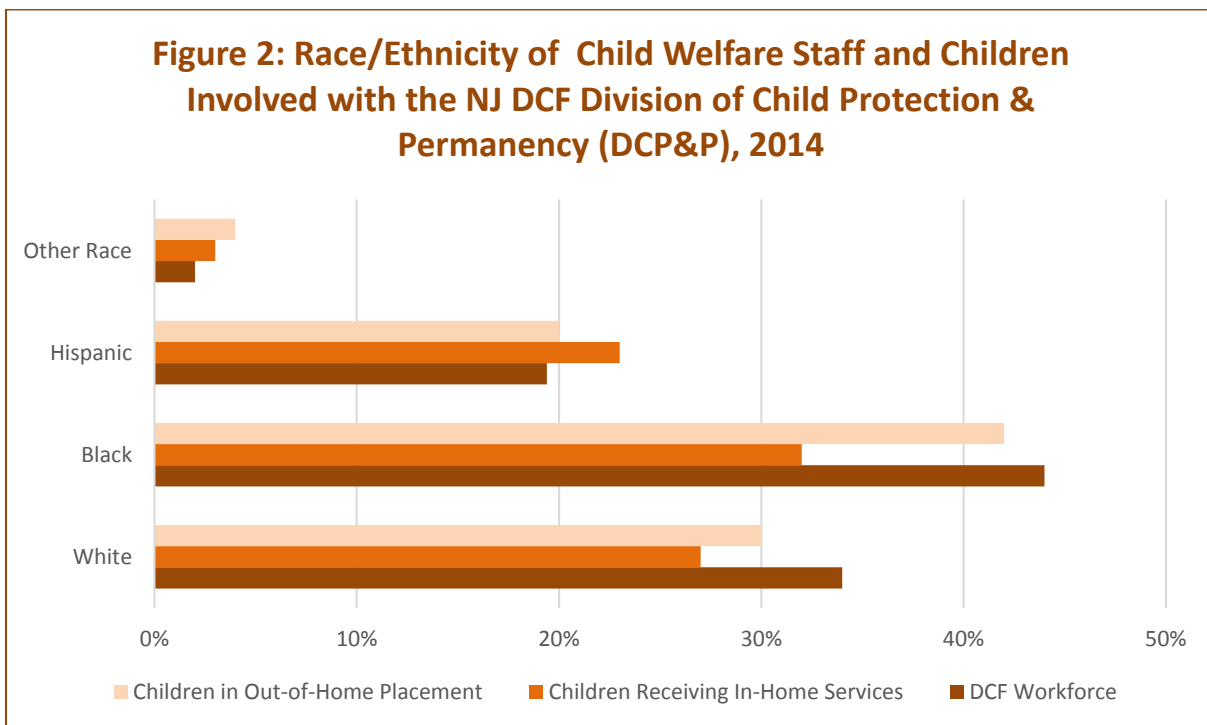
Only 13% of DCF staff have been employed by the State for two years or less, while more than one-third (39.1%) have been employed by the State for more than ten (10) years, and nearly three-quarters (74.2%) have been employed by the State for more than six (6) years.

Staff Demographics

Diversity in staff demographics is also another indicator of effective workforce development and organizational health. An agency that employs staff reflective of the communities served is better equipped to engage and partner with its consumers and stakeholders (NCWWI, 2015).



In New Jersey, as Figure 2 below makes clear, the **race and ethnicity of the child welfare staff reflect the children served by NJ DCF:**



Roughly 35% of the workforce identifies as White, compared with 27% of children in-home and 30% out-of-home. Nearly one-half of the workforce is Black (44%), compared with 32% of children receiving in-home services and 42% in out-of-home placement. Finally, the proportion of Hispanic/Latino workers (19.4%) is nearly identical to the proportion of Hispanic/Latino children in out-of-home care (20%) and children receiving in-home services (23%).

Data regarding the age of the workforce also reinforces a picture of stability and diversity across NJ DCF. A workforce composed of different age demographics creates an environment where each generation brings different skills and talents to the table, ensuring that an organization isn't overly dependent on young staff who may eventually want to explore other employment opportunities or older staff who

may soon retire. As Table 6 indicates, **DCF is also diverse when it comes to age**: one tenth of the staff (10%) are in their twenties, and less than one-fifth (17.8%) are older than 50, with the vast majority (72.2%) between 30 and 49 years of age, a span generally seen as stable and reliable:

TABLE 6: DCF WORKFORCE - GENDER & AGE							
Position Title	Gender		Age (Years)				
	Female	Male	20-29	30-39	40-49	50-59	60 +
Family Services Specialist Trainee	233	46	133	112	27	7	-
Family Services Specialist 2	1694	422	267	1149	433	195	72
Family Services Specialist 1	606	122	5	354	187	117	65
Supervising Family Services Specialist 2	541	102	1	273	213	116	40
County Services Specialist/Case Practice Specialist	71	12	-	34	25	20	4
Supervising Family Services Specialist 1	171	26	-	43	71	62	21
TOTAL	3316	730	406	1965	956	517	202
PERCENTAGE	82%	18%	10%	48.6%	23.6%	12.8%	5%

While there is less gender diversity at DCF, with nearly four-fifths (82%) of the DCF workforce being female (Table 6 above) and only 18% male, this trend is consistent with other national and state findings regarding gender distribution in the social services (NCWWI, 2011).

Compensation

Most current and potential staff are not attracted to the field of child welfare due to pay. However, compensation is an important benefit that can reflect an agency's commitment to its staff and its appreciation of the hard work they do every day. Adequate pay emphasizes an organization's ability to remain competitive within the marketplace, while low pay can have a negative impact on an agency's capacity to successfully recruit and retain high quality, professionalized staff.

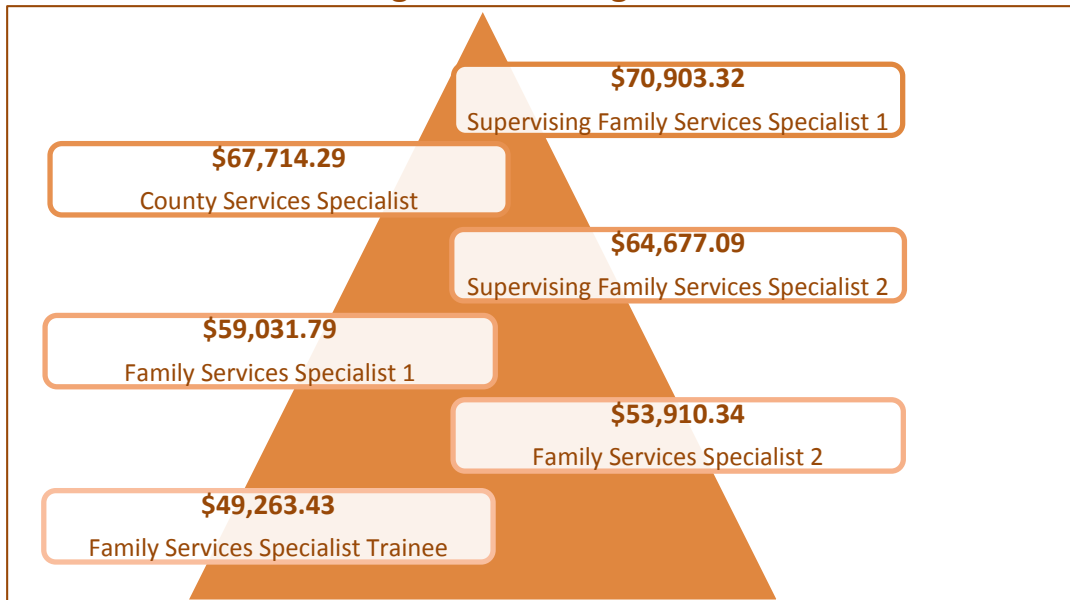
Child welfare agencies frequently struggle to provide salaries competitive with those in comparable occupations and lose both current workers and potential hires to higher-paying human service and protective professions, such as nursing, teaching, corrections and clinical social work practice (US GAO, 2003).



Nationally, average child welfare/protection staff salaries range from \$30,000 to \$49,999 per year (NCWWI, 2011). Given that the [cost of living is high in New Jersey](#), it is important that NJ DCF's starting salary range reflects parity with other [human and protective service professions](#) within the State. It shows DCF's commitment to meaningful, tangible rewards for its staff serving vulnerable children and families in these critical frontline and supervisory positions.

In New Jersey, ***starting salaries range from \$49,263 to \$70,903***, as noted in Figure 3 on the following page:

Figure 3: Starting Salaries



Caseloads & Supervisory Ratios



Large caseloads and excessive workloads in many jurisdictions make it difficult for child welfare staff to effectively serve children and families. The average caseload for frontline/caseload-carrying staff in many agencies often exceeds recommended levels, sometimes by double or more (NCWWI, 2011).

Heavy caseloads can negatively impact essential child welfare/protection processes, such as visitation, relationship building, family engagement and permanency planning (Child Welfare Information Gateway, 2010). Because these core case management and clinical processes are time intensive, it is critical that caseloads are kept low so that staff are able to allocate adequate energy and attention to

them. DCF performance in this area is also high, as ***nearly all permanency workers (99%) and nine out of ten intake and adoption workers (89-90%) have caseloads that meet national and MSA benchmark standards:***

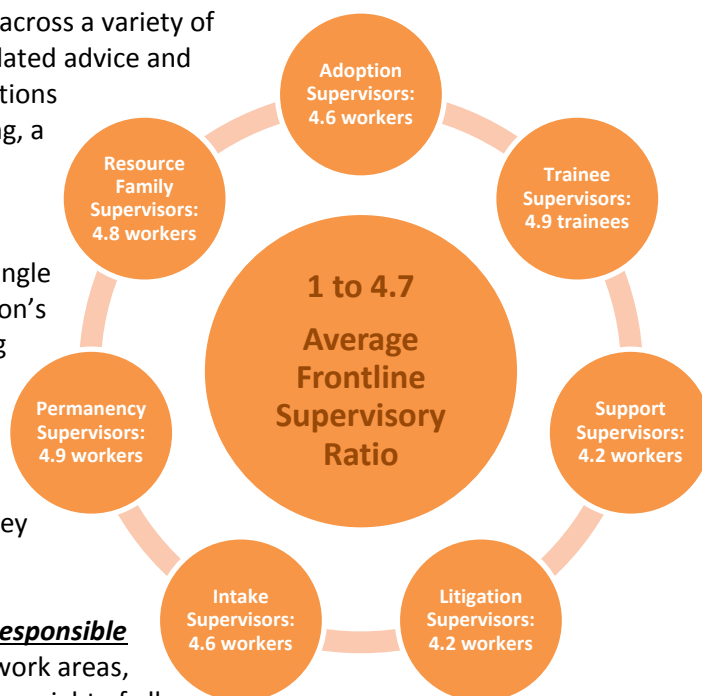
<i>Frontline/CLC Caseworker</i>	<i>CWLA Standard/MSA benchmark</i>	<i>Caseloads meeting standard (June 2014)</i>	<i>Caseloads meeting standard (June 2015)</i>
Intake	No more than 12 open cases and no more than 8 new case assignments per month	85%	89%
Permanency	No more than 15 families and no more than 10 children in out-of-home care	96%	99%
Adoption	No more than 15 children	83%	90%

Frontline supervisors play a key role in child welfare organizations as facilitators of effective service delivery, employee functioning and staff retention (Dickinson & Perry, 2002; Hess, Kanak, & Atkins, 2009). According to a meta-analysis of more than 10,000 supervisory studies across a variety of disciplines, when supervisors provide tangible, work-related advice and instruction, and have high-quality interpersonal interactions with staff, staff experience improved levels of well-being, a sense of competence, agency commitment and job satisfaction (Mor Barak, Travis, Pyun, & Xie, 2009).

Supervisory ratios—the number of staff assigned to a single supervisor—are important indicators of an organization’s commitment to high-quality practice and to providing the infrastructure needed to support the supervisor-staff relationship and workforce well-being. The Child Welfare League of America’s standards articulate a benchmark ratio of one supervisor for every five frontline staff, although the results of a national survey reflect average ratios of 1:6 (NCWWI, 2011).

As Figure 4 on the right indicates, **DCF supervisors are responsible for an average of 4.7 frontline workers** across all casework areas, reflecting DCF’s commitment to effective support and oversight of all of its staff on the frontlines.

Figure 4: Number of Workers per Frontline Supervisor



Professional Development & Training

Educational preparation and training are also essential components to building and maintaining an effective child welfare/protection workforce. A robust menu of professional development opportunities ensures that prospective and current staff are provided with a well-organized, systematic training system that communicates a consistent practice model and standards, and the knowledge, skills and abilities to perform their jobs and effectively serve vulnerable children and families (NCWWI, 2015).



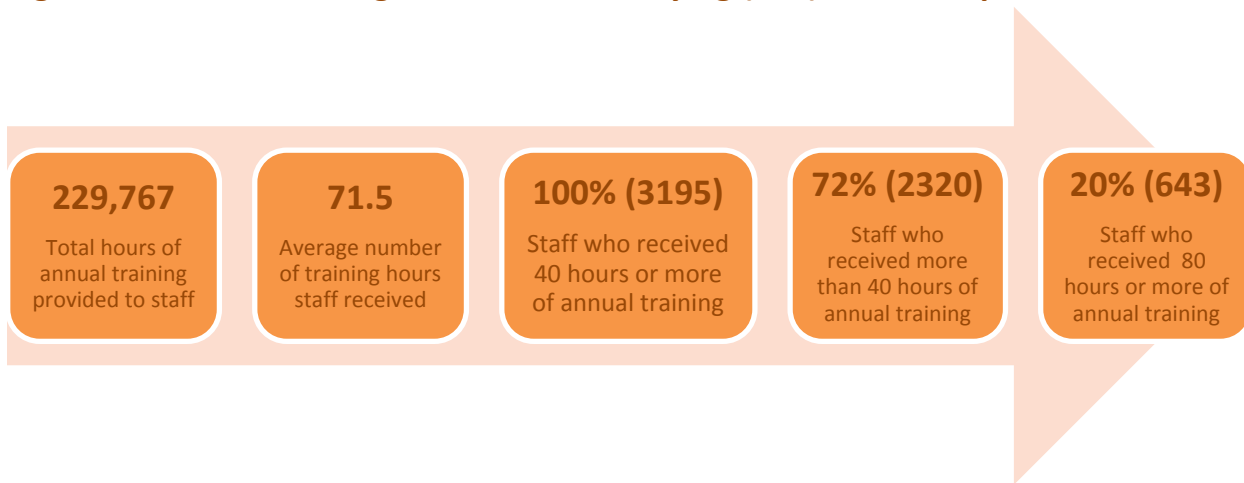
The DCF Office of Training and Professional Development (OTPD) supports the State’s University-agency Child Welfare Training Partnership (NJCWTP, or “The Partnership”), which was created in 2007 to provide professional development to the NJ DCF workforce. The Partnership is a successful collaboration between the DCF Office of Training and Professional Development, Rutgers University, Stockton

University, and Montclair State University. The Partnership has supported movement from a case management service delivery model to the State’s current strengths-based, family-centered, child-focused model of practice. It has also contributed to systems change through the creation of a robust course catalog featuring hundreds of courses on relevant, timely areas of policy and practice and the deployment of course facilitators who bring strong knowledge of effective work with complex families and strong subject matter expertise to the myriad issues facing them.

As noted in Appendix B, in FY2015 (July 2014 through June 2015), OTPD and the Partnership together provided an extensive menu of professional development to the entire NJ DCF workforce: **209 pre-service classes, 456 mandatory in-service classes and 511 elective classes**. These courses provided all DCF staff (6016, inclusive of caseload-carrying and non-caseload carrying staff as well as administrators and central office staff) with a total of 316,227 hours of training. This group received an average of 53.55 hours of training.

For the caseload-carrying (CLC) staff and their supervisors (3195: 2545 frontline staff plus 650 supervisors), a **total of 229,767 hours of annual training was provided**. All (100%) of DCF’s CLC staff and supervisors received at least 40 hours of annual training. Overall, these staff and supervisors completed an **average of 71.5 hours of training per year**, with nearly three-fourths (2320, or 72%) completing more than 40 hours and one-fifth (643, or 20%) attending more than double that amount this past year (80+ hours of training).

Figure 5: Annual Training for Caseload-Carrying (CLC) Staff & Supervisors



All **DCF staff report high levels of satisfaction with the training provided**, with an average overall training satisfaction rating for all trainings of 3.55 out of 4.0, as noted in Table 8 below:

TABLE 8: TRAINING SATISFACTION	
Course Title	FY2015 Average Satisfaction Score
The trainer was able to engage participants.	3.64
The trainer demonstrated expertise related to the training topic through her/his knowledge, skills, and practice experience.	3.62
The trainer’s presentation was clear, concise, and organized, resulting in an effective training.	3.59
The trainer was able to answer participants’ questions.	3.59
The content of the curriculum/training materials provided me with knowledge and skills I will need to meet my responsibilities in this area of work.	3.53
The instructional materials (PowerPoint slides, handouts, and participant manual) were helpful in building participants’ knowledge and skills in this topic.	3.52

TABLE 8: TRAINING SATISFACTION	
Course Title	FY2015 Average Satisfaction Score
The activities (role plays, small group exercises, lectures, and discussions) were helpful to building participants' knowledge and skills in this topic.	3.48
The training curriculum provided different instructional activities in a way that will enable participants to use the information with children and families.	3.48
Children and families will benefit from knowledge and skills participants gained during this training.	3.53
Overall, the training was a useful experience.	3.53
AVERAGE OVERALL SCORE	3.55

Note. The scale ranged from one (strongly disagree) to four (strongly agree). A high score signifies higher satisfaction with the training [N = 21,655 satisfaction surveys].

In addition, available data from **the most recent pre- and post-test analyses over the last two years demonstrate an average increase in knowledge gain from before and after trainings of at least 20 percentage points**, noted in Table 9 below:

TABLE 9: KNOWLEDGE GAIN						
Average Scores	Jun-Sept 2013	Oct-Dec 2013	Jan-Mar 2014	Apr-Jun 2014	Jul-Sept 2014	Oct-Dec 2014
Pre-Test	60%	60%	60%	60%	60%	60%
Post-Test	82%	81%	82%	82%	81%	81%

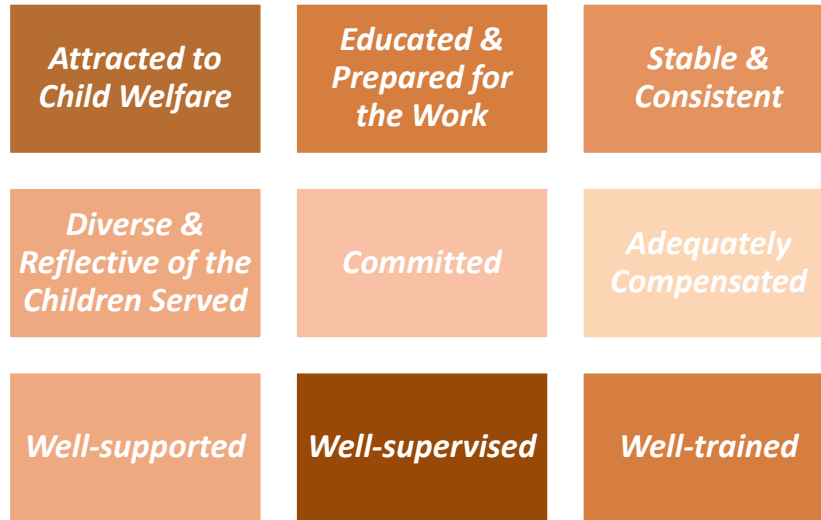
Finally, NJ DCF has invested in both bachelor's and master's degree education for future and current staff. **The Baccalaureate Child Welfare Education Program (BCWEP)** is a consortium of undergraduate social work programs in New Jersey who are working in partnership with NJ DCF on enhancing recruitment and retention for caseworkers in public child welfare. Since 2005, BCWEP has provided **414 undergraduate social work students** throughout New Jersey with tuition to support them during their internship year at DCP&P. Students are placed at local DCP&P offices throughout the state under supervision of credentialed field instructors. Students also take at least one specialized course in child welfare and commit to working for at least two years in a caseworker position within DCP&P.



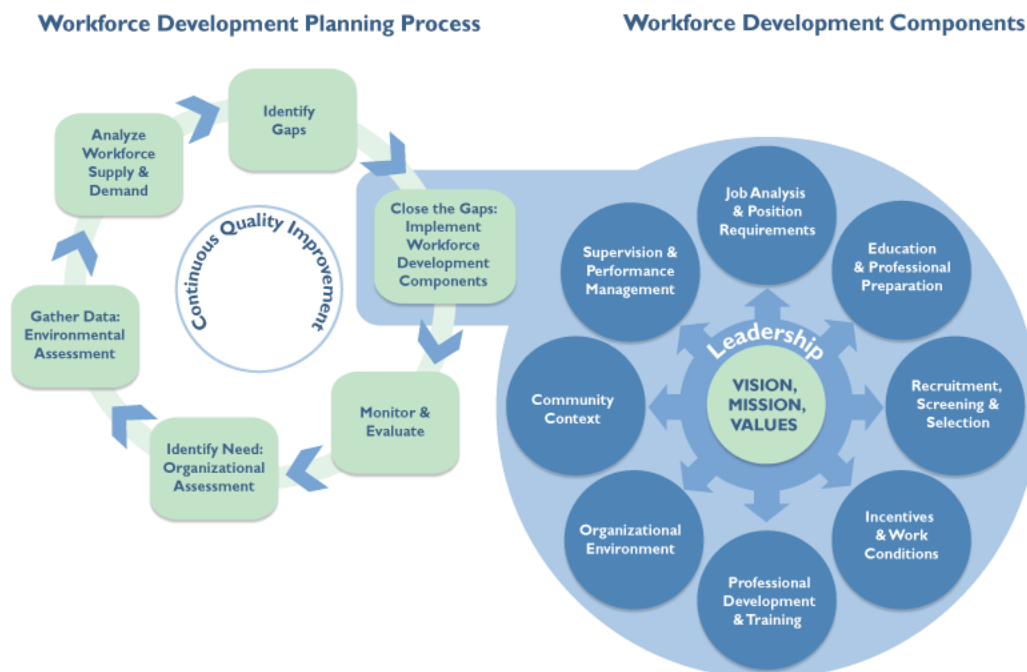
The Masters Child Welfare Education Program (MCWEP) is a partnership among NJ DCF and a consortium of three New Jersey MSW program: Monmouth University, Rutgers University, and Stockton University. Expanding on BCWEP, and developed in 2012, its purpose is to offer DCP&P supervisors the opportunity to strengthen their skills in clinical social work practice and supervision, obtain an advanced credential in social work (MSW), and ultimately enhance the capacity of the Division to deliver the highest quality services to the vulnerable children and families that it serves. Casework Supervisors and Supervisors are eligible to apply for the program and agree to sign a legally binding agreement to continue their employment at DCF for one year for each year of support received. **The program served 20 staff in its first year and 38 in its second year.**

CONCLUSION & NEXT STEPS

A qualified and stable child welfare workforce is the foundation of effective service delivery and an important reflection of an organization’s functioning and health. The New Jersey Department of Children and Families (DCF) has made considerable investments in its child welfare staff and supervisors. This brief report provides a snapshot of the current child welfare workforce, which can be described as:



Subsequent workforce reports will build on these nine preliminary highlights and offer updated data, along with a comprehensive review of the full array of DCF workforce planning and development strategies and activities, using the National Child Welfare Workforce Institute’s framework as a guide (below). The report will address such topics as leadership, onboarding for new staff, Focus on Supervision, Data Fellows, Management Fellows, various coaching initiatives, and other workforce enhancement efforts, and identify priorities for continued maintenance as well as future growth and opportunity.



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APPENDIX A

Position Title	Core Knowledge & Abilities
Family Services Specialist Trainee	<ul style="list-style-type: none"> • Knowledge of: the methods used to collect and analyze data. • Ability to: learn and apply modern social work theory, standards and methods; interpret and apply laws, rules, regulations and procedures to specific situations; work effectively with associates, families, individuals and groups; collect and analyze data, and evaluate the social relationships of individuals and families and take appropriate action; comprehend the problems of physically and/or emotionally maladjusted or dependent persons, or those confined in an institution; learn from an in-service training program; prepare accurate case histories and reports; act as a witness in court; prepare correspondence; remain calm and decisive in emergency situations; take and maintain a firm stand; make immediate and critical decisions based upon agency policy and perform judiciously under pressure; maintain records and files.
Family Services Specialist 2	<ul style="list-style-type: none"> • Knowledge of: the economic, social, emotional and other problems of abused and neglected family members; the signs of child abuse and neglect; the methods used to identify whether abuse or neglect has occurred; problems encountered in the investigation of child abuse referrals and other problematic family situations; counseling and interviewing techniques; the methods used to conduct investigations; the methods used to collect and analyze data; the types of community services and resources likely to be used by the client population served; assessment methods used to match a child to a Resource Family; the types of social service agencies likely to be of assistance in providing for the needs of those with social, emotional, psychological or behavioral problems. • Ability to: engage families in critical decision making and case planning; interpret and apply the Child Protective Services and child welfare policies and procedures; maintain client confidentiality including all documentation and information contained in the case record; interpret and apply laws, rules and regulations to specific situations; interact with the public in a professional manner; assess if it is necessary to place children in out-of-home settings; monitor the effectiveness and appropriateness of services provided to meet the needs of children and families; identify the need for other community resources and services, and make appropriate referrals; collect and analyze data and evaluate the social relationships of individuals and families and take appropriate action including providing services; conduct investigations of child abuse and child neglect under the direction of a supervisor; conduct safety assessments and prepare safety plans with supervisory consultation and guidance; identify risk factors through observation, interviews and collateral sources; conduct field visits and/or studies; document all case-related activities; prepare case plans with families and appropriate interested parties; prepare case histories, records and reports; prepare clear, sound, accurate and complete reports of investigations containing findings, conclusions and recommendations; demonstrate strong writing and organizational skills; interview persons who may be emotionally upset or antagonistic, and obtain information needed for planning realistic goals for improved family and/or individual functioning; remain calm and decisive in emergency situations, make immediate and critical decisions based on agency policy and perform judiciously under pressure; lift, carry, position and secure children in car seats; act as witness in court, and prepare documents for court review.
Family Services Specialist 1	<ul style="list-style-type: none"> • Knowledge of: economic, social, emotional and other problems of abused and neglected family members and of expected emotional and other reactions; problems encountered in the investigation of child abuse referrals and other problematic family situations; methods used to identify whether abuse or neglect has occurred; signs of child abuse and neglect; counseling and interviewing techniques; methods used to conduct investigations; methods used to collect and analyze data; community services and resources; assessment methods used to match children to Resource Families; types of social service agencies likely to be of assistance in providing for the needs of those with social, emotional, psychological or behavioral problems.

Position Title	Core Knowledge & Abilities
	<ul style="list-style-type: none"> • Ability to: interact with the public in a professional manner; interpret and apply the Child Protective Services and child welfare policies and procedures; maintain client confidentiality including all documentation, identifying and non-identifying information contained in the case record; interpret and apply laws, rules and regulations to specific situations; assess the signs for when it is necessary to place children in out-of-home settings; monitor the effectiveness and appropriateness of services provided to meet the needs of children and families; identify the need for other community resources and services, and make appropriate referrals; collect and analyze data and evaluate the social relationships of individuals and families and take appropriate action, including providing services; conduct investigations of child abuse and child neglect under the direction of a supervisor; conduct safety assessments and prepare safety plans; identify risk factors through observation, interviews and collateral sources; conduct field visits, studies and/or investigations; document all case-related activities; prepare case plans with families and appropriate interested parties; engage families in critical decision making and case planning; lift, carry, position and secure children in car seats; prepare case histories, records and reports; interview persons who may be emotionally upset and antagonistic, and obtain information needed for planning realistic goals for family and/or individual functioning; remain calm and decisive in emergency situations, take and maintain a firm stand, make immediate and critical decisions based on agency policy and perform judiciously under pressure; oversee collection of basic social data and develop appropriate social and other plans for disturbed, disabled and/or delinquent children; provide consultation services in the broad field of social work; act as a witness in court, and prepare documents for court review; provide training to professional staff in counseling methods, techniques and procedures.
Supervising Family Services Specialist 2	<ul style="list-style-type: none"> • Knowledge of: types of social service agencies likely to be of assistance in providing for the needs of those with social, emotional, psychological or behavioral problems; economic, social, emotional and other problems of abused and neglected family members and of possible emotional or other reactions to be anticipated; problems encountered in the investigation of child abuse referrals and other problematic family situations; counseling and interviewing techniques; methods used to conduct investigations; methods used to collect and analyze data; signs of child abuse and neglect; community services and resources; assessment methods used to match children to Resource Families. • Ability to: interpret and apply Child Protective Services and child welfare policies and procedures; interpret and apply laws, rules and regulations to specific situations; supervise the collection of basic social data and develop appropriate social and other plans for children with a variety of emotional, mental, physical and social difficulties; represent the Department and participate in meetings and conferences; evaluate and review case plans and case recording; assign and instruct staff and supervise their work; assist in developing effective plans of action to address problems; monitor the effectiveness and appropriateness of services provided to meet the needs of children and families; plan, schedule and conduct staff conferences; supervise the delivery of social and protective services; conduct studies and surveys; prepare legal reports, affidavits and depositions; remain calm and decisive in emergency situations, make immediate and critical decisions based on agency policy, and perform judiciously under pressure; supervise the establishment and maintenance of records and files.
County Services Specialist	<ul style="list-style-type: none"> • Knowledge of: types of social service programs likely to be needed by the client population served; social work theory; difficulties in the delivery mechanisms for social service programs. • Ability to: learn statewide contracting service procedures used by the various regional contract Administration units in order to communicate, expedite, enhance and recommend purchase of services using community-based resources; interpret and apply New Jersey laws and the rules, regulations, policies, standards and procedures; plan, develop, coordinate and administer the conducting of surveys, studies and investigations applicable to the implementation of an integrated social service system; resolve administrative and other problems encountered in

Position Title	Core Knowledge & Abilities
	<p><i>helping communities establish and maintain cooperative social service programming; prepare and supervise the preparation of clear and accurate reports; read and evaluate statistical reports; prepare correspondence; direct the establishment and maintenance of essential records and files.</i></p>
<p>Supervising Family Services Specialist 1</p>	<ul style="list-style-type: none"> • <i>Knowledge of: types of social service agencies likely to be of assistance in providing for the needs of those with social, emotional, psychological or behavioral problems; economic, social, emotional and other problems of abused and neglected family members and of possible emotional or other reactions to be anticipated; problems encountered in the investigation of child abuse referrals and other problematic family situations; counseling and interview techniques; methods used to conduct investigations; methods used to collect and analyze data; signs of child abuse and neglect; case evaluation methods; community services and resources; assessment methods used to match children to Resource Families.</i> • <i>Ability to: supervise the collection of basic social data and develop appropriate social and other plans for children with a variety of emotional, mental, physical and social difficulties; represent the Department and participate in meetings and conferences; review and evaluate case plans; supervise the delivery of social and protective services; conduct studies and surveys; interpret and apply Child Protective Services and child welfare policies and procedures; interpret and apply laws, rules and regulations; assign and instruct office staff and supervise their work; develop plans of action to address problems; monitor the effectiveness and appropriateness of services provided to meet the needs of children and families; plan, schedule and conduct staff conferences; remain calm and decisive in immediate emergency situations, make immediate and critical decisions based on agency policy, and perform judiciously under pressure; prepare and supervise the preparation of reports and correspondence; supervise the establishment and maintenance of records and files.</i>

APPENDIX B

Total Training Classes for FY2015 (July 1, 2014 – June 30, 2015)

FY2015 PRE-SERVICE COURSES

COURSE/MODULE TITLE	TOTAL CLASSES PROVIDED
Car Seat Safety	68
Drug Awareness	3
Pre-Service: Disaster Preparedness/Admin Hearing/CSOC	6
Pre-Service Module 1: Understanding Child Welfare in NJ	8
Pre-Service Module 2: Taking Care of Yourself	6
Pre-Service Module 3: Computer Applications	7
Pre-Service Module 4: The Self-Aware Practitioner	9
Pre-Service Module 5: Focusing on Families from Screening to Closing	11
Pre-Service Module 5 / Parent Link	5
Pre-Service Module 6: Computer Applications—Structured Decision Making and NJ SPIRIT	7
Pre-Service Module 7: Child Development and Identifying Abuse and Neglect	9
Pre-Service Module 8: Engagement and Interpersonal Helping Skills	9
Pre-Service Module 8 CPM Hybrid	1
Pre-Service Module 9: Facilitating Change	9
Pre-Service Module 10: Simulation	10
Pre-Service: Parent Advocacy	1
Pre-Service: Testifying in Court	3
Pre-Service: Using Genograms & Ecomaps	10
Pre-Service: Worker to Worker	1
New Worker's Orientation: Welcome to DCF	14
New Worker's Orientation Hybrid: Welcome to DCF	10
NJ Parent Link	2
TOTAL NUMBER OF CLASSES PROVIDED	209

FY2015 MANDATORY COURSES

COURSE/MODULE TITLE	TOTAL CLASSES PROVIDED
Case Planning for Youth, Children, and Their Families	25
Case Practice Module 1: Engaging Families and Building Trust-Based Relationships	13
Case Practice Module 2: Making Visits Matter—Home Visiting to Improve	12
Case Practice Module 3: Facilitating the Family Team Meeting Process	7
Case Practice Module 4: Functional Assessment	2
Case Practice Module 5: Planning and Intervention	2
Child Abuse and Neglect Investigative Findings: Using the Four Tier Model	1
Child Sexual Abuse Training for Child Welfare Professionals: Module 1	12
Child Sexual Abuse Training for Child Welfare Professionals: Module 2	12
Concurrent Permanency Planning	14
Domestic Violence	13
Domestic Violence Training for Supervisors	4
Domestic Violence Policy & the DCP&P Case Practice Protocol	10
Focus on Supervision	5
Focus on Supervision: Kickoff	2
Human Trafficking 2: Engagement and Interviewing Skills	133
Investigations in the Context of Four Tiers	156
Mental Health Screening Tool	14
Mental Illness	5
Substance Abuse: Modules 1-4 Module 1: Understanding Substance Abuse and Child Welfare Module 2: Substance Abuse Disorders, Treatment and Recovery Module 3: Mental Illness Module 4: Case Planning	13
Working with Immigrant Families Module 2 : Providing Culturally Relevant Services	1
TOTAL NUMBER OF CLASSES PROVIDED	456

FY2015 ELECTIVE COURSES

COURSE/MODULE TITLE	TOTAL CLASSES PROVIDED
Access Training	1

COURSE/MODULE TITLE	TOTAL CLASSES PROVIDED
Adoption of Older Children	1
Adoption New Worker Training	2
AFSW1: Working with and Supporting Families – A Training for Assistant Family Service Workers	1
Aligning Our Values	4
Animal Abuse as a Risk Factor for Child Maltreatment and Family Violence	2
Application of Group Dynamics to Family Team Meetings	1
Art of Communication	4
Art of Perception	7
Autism, Asperger's, and Obsessive Compulsive Disorder (OCD)	2
Batterer's Intervention Training	27
Bringing the Protective Factors to Life	8
Bringing the Protective Factors to Life: Training the Trainer	2
Building Resiliency in Children: Why Some Bounce Back and Some Never Do	3
Celebrating Culture: Working with Latino Families	2
Child Protective Services and the Legal System	2
Children and Eating Disorders	5
Children In Court for Supervisors: Document Search	1
Coaching the Challenge Employee	3
Collaboration between Resource and Birth Parents: A Training for Supervisors	2
Compulsive Hoarding: Issues and Strategies	7
Conceptualizing Crisis Intervention When Working with Adoptive Families	1
Connect Suicide Prevention and Intervention	4
CPR (Cardiopulmonary Resuscitation) and First Aid	27
Creating a Meaningful Life Story – Advanced Lifebook Development	1
Critical Thinking for Ethical Practice in Public Child Welfare	4
Creating Effective Presentations	1
Cultural Competency	6
Customer Service for Child Welfare Staff	3
Cutting, Self-Injurious Behavior, and Suicide	1
Data Skills for Supervisors	11

COURSE/MODULE TITLE	TOTAL CLASSES PROVIDED
Defensive Driving: A Classroom-Based Course on Crash Avoidance	19
Developing Objectives and Planning Your Workshop	1
Difficult Conversations: A Survival Guide for Supervisors	3
Difficult Conversations: A Survival Guide for Workers	3
Documentation for Child Welfare Professionals	2
Education and Special Education for Children in the Child Welfare System	5
Effective Presentation Skills	5
Engagement of Non-Residential Fathers	8
Engaging and Teaming with Families	6
Enhancing Adoptive Families' Support of LGBTQI Youth	1
Enhancing Visitation: A Caseworker's Guide to Improving Visit Quality for Children and Families	2
Everyday Self-Defense for Social Workers	6
Everyone Has a Story	1
Excel Training: Beginner's Level	4
Excel Training: Intermediate Level	4
Executive Leadership in Organizations Serving Children and Families	2
Executive Writing Skills	2
Facilitating the Group Conference	1
Factual Witnessing and Training for Adoption	1
Family Systems Theory	1
First Responders for Supervisors	1
First Responders: Module 1	16
First Responders: Module 2	17
First Responders: Module 3	15
Fostering Youth Participation in Court	24
Gang Identification, Trends, and the Psychology of Gang Members	2
Girls and Gangs	3
Guidelines for Expert Mental Health Evaluations in Child Abuse/Neglect Proceedings	4
Handling Vicarious Traumatization: Supervisors Building Resiliency	1

COURSE/MODULE TITLE	TOTAL CLASSES PROVIDED
Helping Caregivers Talk with Kids, Tweens, and Teens Openly and Honestly About Sexuality	2
The Impact of Parental Incarceration on Children in the Child Welfare System	3
Infant Care Basics for Non-Parent Workers	5
Interviewing Children with Consideration of Their Development	3
Introduction to Supervision of Clerical and Administrative Support Staff	1
Kinship Adoption	1
LGBTQI 101	2
Lifebook Work for CW Professionals	1
Living as a Multicultural Family: An Adoptive Family Perspective	4
Managing Your Personal and Professional Boundaries	3
Missing and Exploited Youth (Youth Runaway Behavior)	5
Motivational Interviewing: Applying Motivational Enhancement Theory	2
Networking Skills	1
NJ Spirit Resource Facilitation Training	3
Nonviolent Crisis Intervention	2
Office of Licensing Inspectors Training	1
PCP Use	1
Preparing Children for Adoption	1
Psychology of Adoption	1
Qualitative Review Training	1
Reunification: The Importance of Resource Parents	3
SAFE (Structured Analysis Family Evaluation)	2
SAFE Interviewing	2
SAFE Supervisor Training	1
Safety Awareness for the Child Welfare Professional	23
Social Emotional Foundations of Early Learning: An Infant Mental Health Approach	4
Special Response Unit (SPRU): Workers	5
SPRU: Supervisors	6
Strengthening Casework Documentation: An Enhancement Class for Caseworkers and Supervisors	2

COURSE/MODULE TITLE	TOTAL CLASSES PROVIDED
Stress Management for the Child Welfare Worker	3
Structured Decision Making (SDM) and Critical Thinking	1
Student Bullying: What Caseworkers Need to Know and Do	2
Supervising Workers on Family Reunification	3
Supervisory Practices in Child Welfare Module 1 of 3: Self-Management	3
Supervisory Practices in Child Welfare Module 2 of 3: People Management	4
Supervisory Practices in Child Welfare Module 3 of 3: Casework Management	4
Supervisory Training: Helping Child Welfare Professionals Build Resiliency	2
Technology Addiction	8
Testifying in Court	4
Training Needs Assessment and Evaluation	1
Trauma-Informed Response When Working with Adoptive Families	1
Understanding and Managing Personal Stress Reactions	3
Understanding and Responding to Children Who Have Sexual Behavior Problems	1
Using Genograms and Ecomaps	32
VAWC: Ethical Issues and Values Against Women and Work	2
VAWC: Financial Empowerment with Survivors	5
VAWC: Impact of Domestic Violence on Children	2
VAWC: Legal Responses to Violence Against Women	2
VAWC: Violence Against Women and Mental Health	2
VAWC: Violence Against Women in Middle and High School Populations	2
VAWC: Violence Against Women and Substance Abuse	2
VAWC: Violence Against Women and Techniques in Screening, Assessment, and Basic Intervention	2
VAWC: Understanding Perpetration	3
VAWC: Understanding Violence Against Women	2
VAWC: Violence Against Women in Diverse Populations	2
Working with Arab-American & Muslim Families	5
Working with Case Studies and Role Playing in Trainings	2
Working with Parents with Cognitive Challenges	4
Working with South Asian Families	2

COURSE/MODULE TITLE	TOTAL CLASSES PROVIDED
Working with Veterans and Military Families	3
Your Money, Your Goals	1
TOTAL NUMBER OF CLASSES PROVIDED	511