



Children, Youth & Families Department (CYFD) INSPIRE Training Impact Report

CYFD INSPIRE Funding

This project was funded as a U.S. Department of Labor Congressionally Direct Limited Action Project, Award No. 24A60CP000331-01-00, to provide training for up to 125 CYFD protective service workers who were not social work prepared over five, eight-week cohorts. Without additional funding, this project concludes on June 30, 2025.

Training Goals

The purpose of the INSPIRE program was to augment CYFD's Core Training for protective service workers with interdisciplinary professional preparation with culturally relevant, intermediate social work skills training to create and deliver culturally grounded, trauma informed services to the families of NM. The curricula and trainings established a foundation of trauma informed, culturally humble and relevant, evidenced and best practices in child protective services, introduced protective service workers to core social work skills, and further prepared workers for culturally grounded, trauma-informed and evidence based social work practice with families from Pueblos, Tribes and rural communities statewide.

INSPIRE Session Topics *(to see a more thorough outline see page 3)*

Session 1: Establishing a Shared Paradigm

Session 2: Putting Theory to Work: Making Sense of Theoretical Underpinnings of Child and Family Services

Session 3: Family Engagement as Strategies for Deescalating Crises

Session 4: Ensuring Child, Caregiver and Worker Safety through Assessment

Session 5: Creating a Safety Culture Through Critical Incident Debriefing and Use of Supervision

Session 6: Effective Interdisciplinary Collaboration

Session 7: Tribal Sovereignty, Child Welfare, Indian Child Welfare Act and New Mexico Indian Family Protection Act

Session 8: Remaining Resilient in the Work

Training Requirements

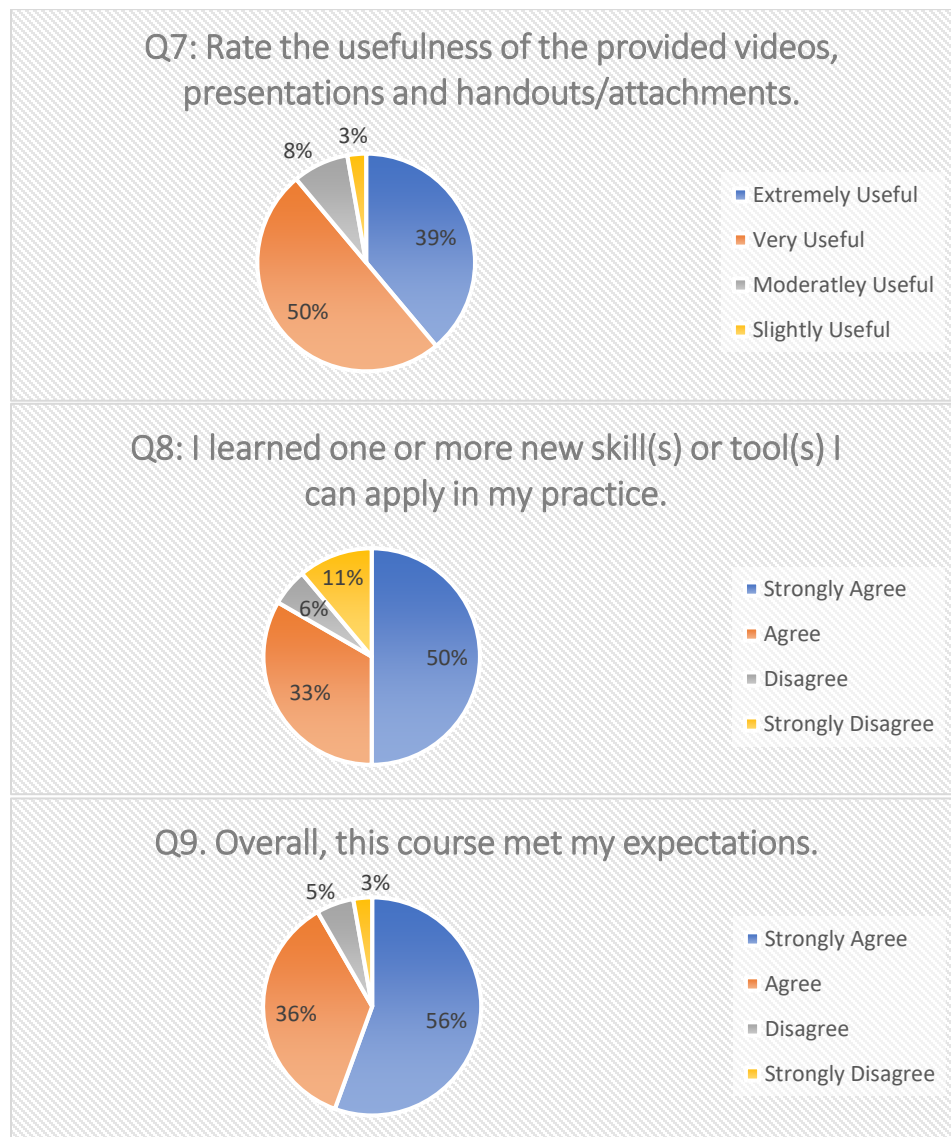
Each cohort met once a week for live 60-90-minute session led by INSPIRE facilitators. Weekly online learning and knowledge checks of approximately 30 minutes deepened the learning. To ensure real-time engagement with workers statewide, most of the curricula was delivered synchronously, where the presenter and participants met online using Zoom technology. Learning materials, activities and assessments for each content section was located on the Canvas online learning platform. To receive 16 continuing education credits and *CYFD INSPIRE Certificate of Completion*, each participant was required to attend a minimum of 6 of 8 live training sessions and complete all 8 knowledge checks.

Training Outcomes

The following data reflects the number of registrants and completion for each cohort. Several factors influence completion rates including work related conflict, non-attendance and inability to complete training requirements.

Training Dates (2025)	Cohort	No. Registered	No. Completed	No. Not Completed
Jan. 14 – Mar. 4	1	30	12	18
Mar. 11 – Apr. 29	2	29	15	14 (1 request to withdraw)
Mar. 13 – May 1	3	23	7	15
May 6 – Jun. 24	4	29	6	23
May 8 – Jun. 26	5	24	5	19 (3 request to withdraw)
Total		134	45	89

Participant Feedback (36 of 45 successful INSPIRE participants completed the feedback survey)



Q10. What was a highlight of this course for you?

- R1. *"I can appreciate the approach and perspective. I am taking with me cultural humility."*
- R2. *"The use of reflection during supervision and how this can assist workers to transcend into their role."*
- R3. *"I learned that I have a lot of learning to do! I am interested in pursuing a degree in social work, I was not sure before, but since taking this training, I got a bit of insight helped me to choose to move forward."*
- R4. *"The importance of staying vigilant in our practice and professional development."*
- R5. *"My ah-ha moment was learning that it is okay to feel compassion fatigue and that it is not something that makes you look like a bad employee. I also learned how to help combat compassion fatigue."*
- R6. *"I appreciated reflecting on intentions. Challenges of self-care was also very useful."*
- R7. *"Finding out that I am not alone. We are a very large team."*
- R8. *"Personal and vicarious trauma training"*
- R9. *"The ICWA/IFPA section was interesting with lots of information."*
- R10. *"I learned how much connectedness is involved with all the services that provide care for the children, foster parents, and biological parents. It was amazing to see the process of workflow that have been established to meet the needs of the children. Something that is sticking with me is the resilience the caseworkers have to endure to keep coming back and keep supporting the mission for childcare. I was amazed at how much control of emotions one has to have when dealing with these difficult situations throughout our State."*

Q11. Please share any other feedback you have about the course and the instruction you received.

- R1. *"I would recommend this course to all workers."*
- R2. *"It was all useful; I kind of wish there was a part 2."*
- R3. *"I respect the instructors and the pace of the class, but I felt like there was not enough time and I would have liked for the sessions to have been a little longer. The links and documents were helpful."*
- R4. *"Overall, I feel like it was all great and I would definitely do it again."*
- R5. *"I believe the current structure of this program is sound and very well run. The information is presented professionally while being simple to comprehend. The instructors do very well at describing information prior to lesson, during and leave ample time afterwards for Q&A. The material is relatable as it runs hand in hand with the work we do."*
- R6. *"I would recommend this course to all workers."*
- R7. *"I have a master's in social work and this course was a nice refresher and I learned some new skills to use in my career"*
- R8. *"I thought the pace of the presentation was well managed, and the facilitators showed a genuine connection to the material. If it were possible for the presentation to be a scaled-down version of the handouts while still covering the key points, it might allow for more time to share the great anecdotes that were introduced."*
- R9. *"There were lots of reference and resource information provided to keep!"*
- R10. *"I'm grateful to the presenters and the ease of navigating access to the training materials and taking the course when I was unable to attend the scheduled live sessions."*

Q12. Did you feel supported by your leadership and team to participate in this professional development opportunity?

- R1. *"Yes, she was flexible especially on days that it overlapped with supervision."*
- R2. *"Yes, my COM encouraged us to take this course."*
- R3. *"Yes. my supervisor encouraged me to take this course. I am glad I did."*

- R4. *"I was. Although I probably could have waited a couple of months to get my feet wet, I felt my manager thought it would be beneficial for me to get a great understanding of what I had I taken on."*
- R5. *"Yes. I was routinely asked about the class by my supervisor and other leaders."*
- R6. *"I felt supported by my direct supervisor, however, my co-workers didn't seem very supportive and seemed bugged by me not being able to help them during class."*
- R7. *"There was limited understanding about who the target audience is for the training. I think the training is useful for all divisions not just permanency."*
- R8. *"I feel supported by my team and supervisors. I do think we need to be reminded how important we are to one another and how we can better support our clients. For us, we hold unit meetings at least once a week and we all have an opportunity to address concerns. We have good people."*
- R9. *"Yes. My COM checked in to see how things were going and if we were liking what we were receiving. She has already begun to push the next Cohort for others who can benefit from taking it."*
- R10. *"Yes, leadership was accommodating the class times and ensuring i had the opportunity to participate."*

Q13. Was this training difficult to balance with your schedule and workload?

- R1. *"Yes, it was difficult being Tuesday mid-day. Our supervisors were supportive of the training; however, it doesn't stop us from needing to be in the field to complete our job tasks. I wish it would have been Monday to Friday mornings to ensure we would not have to stop what we're doing when we're in the field or if we got an emergency we wouldn't have to drive with the video on the background."*
- R2. *"There were a few times I had to miss due to other job-related items that took precedence coming up."*
- R3. *"It was difficult to balance when it came to my audits, however I made it work."*
- R4. *"On occasion it was difficult to log in timely due to being in the field, but overall it was not difficult."*
- R5. *"Yes. It's during a normal lunch hour, which is good, however, we have meeting scheduled through our lunch hours most of the time and court. It was hard trying to be in two different meetings at one time. I did end up missing classes because of court one day, I was at CLI Conference one day, and I was traveling to Moriarty and did not have service another day. If this is something the department would be willing to schedule after hours, where there is no other meetings or court scheduled, we would be able to focus more on the course."*
- R6. *"It was a little difficult due to being a sr. investigator and having to go out of town for conflict cases."*
- R7. *"Sometimes it was difficult because meetings prior to class would run a little longer than anticipated. I had one meeting in particular that ran long and I was unable to attend 1 class."*
- R8. *"No, it was actually easy to plan around and the information supported my work."*
- R9. *"This was one of the easiest schedules to make time for. I know I missed 2 classes but I was out of town on both days."*
- R10. *"Yes. I started a new employee, and I was going through a New Hire training program in parallel with this program. Even though it was at lunch I had trouble getting into some of the sessions because of other work priorities."*

Q14. Please share any feedback or comments you would like CYFD Administration and training facilitators to know, specifically related to the INSPIRE training and its learning content.

- R1. *"The training should be made available to all departments at CYFD. The benefits overlay into all worker duties."*

R2. *“This is valuable information and supports the work we do; the pace is great but the classes could be longer. I would also have liked to participate in discussions and complete assignments other than quizzes to reinforce learning the material.”*

R3. *“I have learned different skills in this course, I would find it vital that everyone at some point take this course to brush up on new skills and older ones that we need to have updated information on.”*

R4. *“More classes like this would be beneficial.”*

R5. *“I want to thank you all for your time and skills, knowledge, and material thank you for putting it together to train us to better our skills to use towards our children and families.”*

R6. *“I feel this class is very informational and helpful, however, I do feel that at times with certain upper management that some of the tools I learned in this class are not available. Not all upper management within an office are willing or make a worker feel comfortable with the type of supervision or talk about workers mental health. I feel that it would be a much better work place if supervisors and office managers were more aware of their workers mental health and well-being and how to support instead of leaving it to fester”*

R7. *“The content was extremely useful for new and existing employees.”*

R8. *“This was a great training. Very instructional and educative. The facilitators were also very knowledgeable of the material.”*

R9. *“I feel Alycia and Cynthia were great presenters and really brought great information. I loved the "real deal" feel to the classes. Its important to share the reality of our work and prepare us for it. Thank you.”*

R10. *“I would recommend this training for new hires. Especially anyone not coming from CYFD or any type of childcare background. This class is very valuable for the overall understanding of what the State is doing with providing services to the community.”*

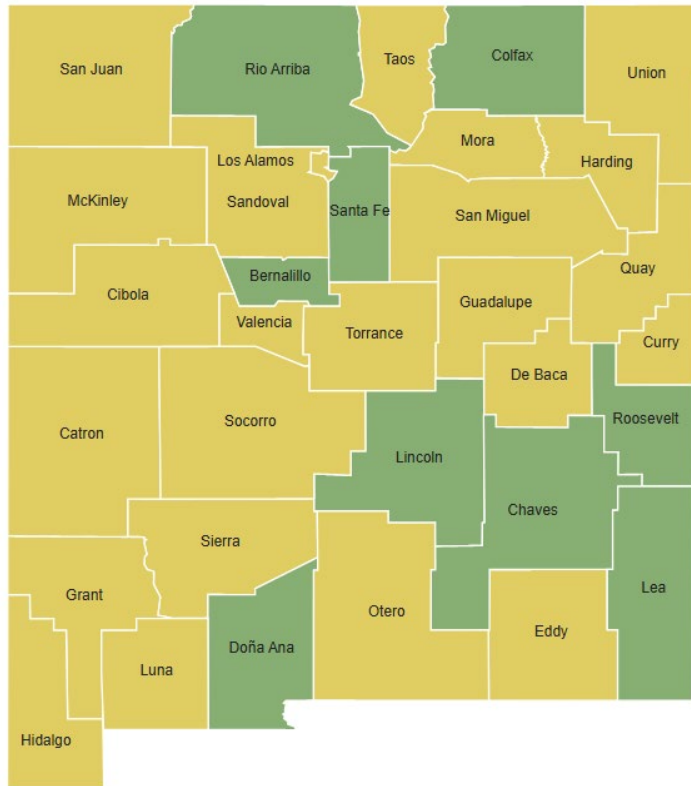
R11. *“I think this should be presented to any and all staff whom wish to participate. I also feel like this would be beneficial to all employee and would suggest making this a mandatory part of employment. The benefits with the CEU's and furthering an educational are paramount! and having the ability to do this while working at the same time is invaluable! Thank you for this opportunity. It's personally solidified the want to return to school and finish my degree.”*

Participant Role/Title

Sr. Investigation Case Worker (4)	CARA Navigator / Family Support Specialist (1)	Individualized Planning Process Facilitation Specialist (1)
Investigation Case Worker (5)	Intensive Family Intervention Service Worker (1)	Workforce Development Training Manager (1)
Investigations Case Aide (3)		Trainer/Coach (1)
Child Placement Agency Specialist (1)	Children’s Court Attorney (1)	Training Evaluator (1)
Client Service Agent (3)	Individual Planning Process Facilitation Specialist Supervisor (1)	Sr. Licensing and Support Social Worker (1)
Permanency Supervisor (3)	In-Home Services Practitioner (1)	Licensing and Support Specialist (2)
Permanency Coordinator (2)	Statewide Intake Worker (1)	Southern Bureau Chief Behavioral Health Services (1)
Permanency Client Service Agent (1)	Procurement (1)	

Participant by County

The green colored counties represent the geographical location of INSPIRE participants that successfully completed the Training.



Training Recommendations

The following recommendations aim to enhance the effectiveness, accessibility, and relevance of the INSPIRE training content, ensuring it is practical, engaging, and supportive of both professional growth and agency-wide goals. In an effort to strengthen workforce development, retention, and practice alignment across the CYFD, we recommend the continued implementation and expansion of the current training series to include CYFD stipend and non-stipend interns. Second, we recommend making INSPIRE mandatory for all new employees who are community facing staff. We would further recommend creating separate cohorts for line staff and supervisors/managers that will encourage open, role-specific discussions while analyzing real-world examples to ensure relevance and immediate application. Third, having incentives such as certificates, training stipends and/or training completion as part of performance evaluations would support engagement and completion of the training. A final recommendation is a training calendar that embeds leadership participation into the curriculum to model engagement, commitment to agency mission and goals, and illustrate care for employees personal and professional well-being and learning. By implementing these recommendations, CYFD can foster a more knowledgeable, engaged, and supported workforce, ultimately improving outcomes for children, youth, and families across New Mexico.

CYFD INSPIRE Learning Sections, Competencies and Learning Objectives

Section 1	Establishing a Shared Paradigm
Competencies	Professionalism; Cultural Competence, Humility and Responsiveness
Learning Objectives	<p>After completing this section, protective service workers will:</p> <ol style="list-style-type: none"> 1. Deeper knowledge and understanding of cultural identities and capital of New Mexico’s families and communities. 2. Define their cultural identities 3. Describe implicit biases they may possess 4. Develop two strategies for addressing implicit biases 5. Apply the three tenets of cultural humility to protective service practices 6. Describe the seven core elements of trauma-informed protective service practices
Section 2	Putting Theory to Work: Making Sense of Theoretical Underpinnings of Child and Family Services
Competencies	Cultural Competence, Humility, and Responsiveness; Trauma Responsiveness
Learning Objectives	<p>After completing this section, protective service workers will:</p> <ol style="list-style-type: none"> 1. Demonstrate a foundational understanding of the Person in Environment and Strengths-Based Perspectives, Community Systems Theory, Family Systems Theory and Family Dynamics, Culturally Grounded Trauma Theories and Trauma- Informed Approaches, Child and Adolescent Development, Adolescent Gender and Sexual Identity, and Attachment Theory, Child and Caregiver Temperament 2. Describe ethnoracial, oppression-based, and cumulative traumas that may impact families being served
Section 3	Family Engagement as Strategies for Deescalating Crises
Competencies	Professionalism; Cultural Competence, Humility, and Responsiveness
Learning Objectives	<p>After completing this section, protective service workers will:</p> <ol style="list-style-type: none"> 1. Define culturally grounded considerations and techniques for building rapport and engagement 2. Demonstrate skills of attending, reflecting, eliciting strengths, increasing immediacy, and facilitating insight during family interviews 3. Display active listening skills
Section 4	Ensuring Child, Caregiver and Worker Safety through Assessment
Competencies	Professionalism; Cultural Competency, Humility, and Responsiveness; Trauma-Responsiveness
Learning Objectives	<p>After completing this section, protective service workers will:</p> <ol style="list-style-type: none"> 1. List key components of situational awareness 2. Illustrate skills of Recognize, Assess, Decide, Act, and Review Results (RADAR) 3. Demonstrate culturally responsive, trauma-informed skills in intervening with family crises

Section 5	Creating a Safety Culture Through Critical Incident Debriefing and Use of Supervision
Competencies	Professionalism; Cultural Competency, Humility, and Responsiveness; Trauma-Responsiveness
Learning Objectives	After completing this section, protective service workers will: <ol style="list-style-type: none"> 1. Name core aspects of safety research and Safety Culture 2. Consider Benefits and Aspects of Critical Incident Debriefing 3. Learn Strategies to Effectively Use Supervision
Section 6	Effective Interdisciplinary Collaboration
Competencies	Professionalism; Teaming and Interdisciplinary Practice; Advocacy
Learning Objectives	After completing this section, protective service workers will: <ol style="list-style-type: none"> 1. Describe professional paradigms, core priorities and ethical considerations for law enforcement, medical professionals, peer support workers, community health workers, social workers and counselors 2. Fulfil professional role as protective service worker in an interdisciplinary team setting 3. Display professionalism in interacting with other professionals on interdisciplinary team 4. Define instances where advocacy is necessary 5. Name steps for advocating on behalf of families receiving services
Section 7	Tribal Sovereignty, Child Welfare, Indian Child Welfare Act and New Mexico Indian Family Protection Act
Competencies	Law and Policy; Cultural Competence, Humility, and Responsiveness
Learning Objectives	After completing this section, protective service workers will: <ol style="list-style-type: none"> 1. Describe cultural and ethical considerations when serving Indigenous families 2. Understand the core elements of New Mexico Indian Family Protection Act and the federal Indian Child Welfare Act 3. Convey key considerations when collaborating with Tribal Child Welfare workers
Section 8	Remaining Resilient in the Work
Competencies	Professionalism; Professional Wellbeing
Learning Objectives	After completing this section, child protective service workers will: <ol style="list-style-type: none"> 1. Describe differences between burnout, compassion fatigue, and vicarious trauma 2. Identify drivers for vicarious trauma for first responders and People of Color 3. Describe reflective practices they will regularly use to promote professional wellbeing 4. Convey strategies for maximizing support from their supervisors 5. Name steps for critical incident debriefing and its influence on professional wellbeing 6. Detail a personalized wellbeing plan with strategies for self- and collective care.