41196-04

AGREEMENT

BETWEEN THE

NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF CHILDREN AND FAMILY SERVICES

AND

THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA
for the University of Nebraska-Lincoln

AMENDMENT ONE (DECEMBER 2011)

This agreement is entered into by and between the Nebraska Department of Health and Human Services, Division of Children and Family Services (hereinafter the "Department"), and the Board of Regents of the University of Nebraska, on behalf of the University of Nebraska-Lincoln, performed by the Center on Children, Families, and the Law (hereinafter the "University").

The Agreement between the parties which was fully executed on October 6, 2009, is hereby amended as follows:

1. Article I. A. of the Agreement is amended to read:

A. TERM. This agreement is in effect from October 1, 2009 until September 30, **2013**.

2. Article II. A. of the Agreement is amended to add the following provision:

The Department agrees to pay the University additional funds under the extended term of this agreement not to exceed $4,711,821 through September 30, 2013 for the services specified herein.

3. Article II. B. of the Agreement is amended to add the following provision:

For the extended term of this agreement through September 30, 2013, the Department agrees to pay the University the actual, reasonable and necessary expenses of the University as billed up to a maximum of $4,711,821 of the total additional Budget through September 30, 2013 of $6,292,693, as set forth in Attachment A to Amendment One, which is attached hereto and incorporated by reference herein as if set forth verbatim.

4. Article III of the Agreement is amended to add the following provision:

Q. Provide Child Welfare & Juvenile Services training to any person designated by the Department as described in Attachment B to Amendment One, which is attached hereto and incorporated by reference herein as if set forth verbatim.

59128

ATTACHMENT A

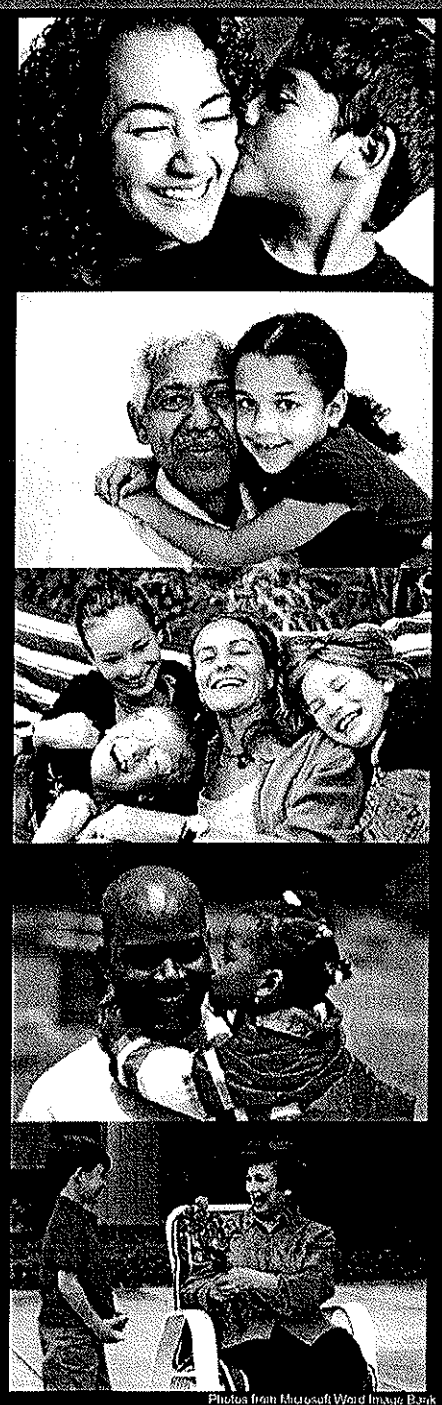
	A	D	K	L	O	P	Q	R
1	NDHHS/CCFL IV-E BUDGET 2011-2013							
2	Budget Worksheet Detail							
3	10/01/2010 TO 9/30/2013							
4		HHS SHARE FY11-12		HHS SHARE FY12-13		TOTAL HHS COST	UNL Cash Match	
5			10/01/11-		10/1/12-	10/01/11-	Over Term of Contract	
6		FTE	9/30/2012	FTE	09/30/13	09/30/13	10/01/2011-09/30/2013	
7	Personnel	27.73		28.28	1,412,902	2,789,527		
8								
9	Faculty and Professional Staff	10.10	$694,955	10.65	715,804			
10								
11	Paxton	1.00		1.00				
12	Williams	1.00		1.00				
13	Johnson	1.00		1.00				
14	Jones	0.25		0.25				
15	Lott	1.00		1.00				
16	Olson	0.90		0.90				
17	Poppe	1.00		1.00				
18	Paul	0.50		0.50				
19	Rice	0.05		0.20				
20	Saathoff	0.60		1.00				
21	Sterns	0.75		0.75				
22	Walters	1.00		1.00				
23	Wilcox	0.25		0.25				
24	Wilcox/admin stipd							
25	Wright	0.80		0.80				
26								
27								
28								
29	Field Training & Training Specialists	12.40	488,304	12.40	499,864			
30								
31	Egge, S.	1.00		1.00				
32	Graham	1.00		1.00				
33	Gressley	1.00		1.00				
34	Kahland	1.00		1.00				
35	Knox	1.00		1.00				
36	Sombke	1.00		1.00				
37	Starke	1.00		1.00				
38	Angie Pick	1.00		1.00				
39	C. Yoder	0.40		0.40				
40	Becky Jones	1.00		1.00				
41	Field Training Specialist TBH	1.00		1.00				
42	Field Training Specialist TBH	1.00		1.00				
43	Field Training Specialist TBH	1.00		1.00				
44								
45	Support	4.25	160,892	4.25	163,905			
46								
47								
48	Wentz	1.00		1.00				
49	Oehm	1.00		1.00				
50	Ristow	0.75		0.75				
51	McConnell	0.50		0.50				
52	Wiklund	1.00		1.00				
53								
54	Student Assistants	0.98	32,675	0.98	33,329			
55								
56	Grad. Rsrch Asst. (Orth)	0.49		0.49				
57	Grad. Rsrch Asst. (Nienhueser)	0.49		0.49				
58								
59	Fringe	0.28	$374,325		$388,014	$762,339		
60								
101								
102								
103								
104	Operating Expenses		282,000		297,660	579,660	224,000	
105								
106	Printing/copying		14,000		14,420		35,000	
107	Contractors and Consultant Services		100,000		103,000		75,000	
108	Phone & Internet		25,000		25,750		12,000	
109	Postage		5,000		5,400		2,000	
110	Distance Learning		3,000		3,000		35,000	
111	Rent		120,000		130,640		50,000	
112								
113								
114	Field Training Operating		15,000		15,450		15,000	
115								
116	Supplies		7,000		7,210	14,210	99,000	
117								
118	Office Supplies/Equipment		7,000		7,210		82,000	
119	Materials/Instructional						15,000	
120	Field Training Supplies						2,000	
121								
122								
123	Travel		80,000		92,700	172,700	70,000	
124								
125	Faculty/Staff		20,000		30,900		40,000	
126	Field Trainers		60,000		61,800		30,000	

Child Welfare
and
Juvenile Services
(CW & JS) Training |
Families Matter

NEW WORKER

Child and Family Services (CFS) Specialist

JUNE 2011



Photos from Microsoft Word Image Bank

Training Overview

Developed By:

UNL-Center on Children, Families, and the Law

for

Nebraska Department of Health and Human Services

Division of Children & Family Services

Input was gathered from:

DHHS Human Resources & Development (HRD) Staff & Trainers

CCFL Staff, Trainers, & Field Training Specialists

Electronic copies of this document are available at

http://ccfl.unl.edu/services/training/

6/3/2011

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I. INTRODUCTION | CHILD WELFARE AND JUVENILE SERVICES TRAINING | FAMILIES MATTER

Families Matter is a multi-year initiative to reform Nebraska's child welfare and juvenile services. The Department of Health and Human Services (DHHS) believes that children grow best in their own homes, that children should be reunified or moved to permanency through adoption or guardianship in a timely manner, and that families should receive services earlier and be offered services after they leave DHHS. The goals of Families Matter include fewer children made state wards, more children served in family settings, and more timely permanency objectives.

The Child Welfare and Juvenile Services (CW & JS) Training | Families Matter prepares new workers to serve the children and their families identified as in need of child welfare or juvenile services intervention. Training is administered as a joint project involving the Human Resources and Development unit of the Nebraska Department of Health and Human Services and the University of Nebraska-Lincoln, Center on Children, Families, and the Law.

A. Goal, Focus, and Key Features of Training

1. Goal

Training will support the Families Matter reform by preparing workers to intervene as authorized to provide safety for Nebraska's children, families, and communities and to consistently move the children in the state's care toward permanency and well-being.

2. Focus

This model places a strong focus on:

- achieving the key outcomes of safety, permanency and well-being for every child and family
- adherence to the principles and procedures of the Nebraska Safety Intervention System (NSIS) for keeping children and families safe
- implementation of Family Centered Practice (FCP) principles to ensure the inclusion of children and families in the decision-making processes that impact their lives
- helping each worker develop the knowledge, skills, and abilities that are needed to successfully carry out his/her job

3. Key Features

The training includes:

- a new worker training model that allows trainees to assume case management responsibilities upon completion of core plus specialization training
- utilization of adult learning principles and an emphasis on active learning
- a team of expert trainers with education and experience in family systems, child maltreatment, child welfare, juvenile services, and family and juvenile law

- regular delivery of on-site training at a variety of locations throughout the state, making the training more family-friendly for the trainees
- a positive learning environment supported by regular communication among trainers, trainees, supervisors, Field Training Specialists (FTSs), and training associates
- promotion of transfer of learning from the classroom to the field
- quality field-training experiences supported by FTSs
- timely provision of accurate feedback to the assigned supervisor
- collaboration between DHHS and CCFL to identify and meet training needs
- access to the training curriculum via a university-sponsored website

B. New Worker Training Model

In the current training model, Child Welfare and Juvenile Services (CW & JS) Training | Families Matter (often referred to as the Specialized Model), trainees receive customized training plans that include those units identified to be a best fit with their anticipated job duties. The model has two phases, pre-service training and required in-services training. Phase one, pre-service training, includes core training and specialized training. Core training, units considered foundational to case management, is required for all trainees. Assignment to specialized training is dependent upon each trainee's anticipated job duties. Phase two, required in-services training, includes a variety of advanced topics that all trainees must complete within the first year of employment. Case load coverage is required when trainees return for required in-services training.

Training days typically are six hours in length, allowing two hours per day for trainees to attend to home-office business. It is recommended that a home-office period precede the start of training to acquaint the new worker with his or her home office and staff. During the first year of training, transfer of learning from the classroom to the field is supported by Field Training Specialists (FTSs) located in the various Service Areas. Training is offered at various sites throughout Nebraska and is dependent upon location of trainees in need of training.

First Year of Employment

Home-Office Orientation Period	PHASE ONE: PRE-SERVICE		PHASE TWO: REQUIRED IN-SERVICS
Includes first Triangle Δ Meeting*	**Core Training** • required foundational units • complete before assignment to any case	**Specialized Training** • assigned based on anticipated job duties • complete before assignment to related cases • specialized training tracks: o Intake o Initial Safety Intervention o Ongoing Safety Intervention o Juvenile Services** o Adoption**	• required • complete within one year from date of hire • requires case load coverage

* Δ Meeting indicates a planning session that involves the trainee, the trainee's supervisor, and the Field Training Specialist (FTS)

**Specialized Ongoing Safety Intervention training is a prerequisite for these trainings

Child and Family Services (CFS) Specialist

New worker training for a CFS Specialist, if taken in its entirety, consists of 43 training units and 60.5 training days or 363 hours of training. Trainees must take all units in both Core and Required In-Services trainings. The available specialized training tracks include Intake, Initial Safety Intervention, Ongoing Safety Intervention, Juvenile Services, and Adoption. Completion of these specialized training tracks depends upon each trainee's anticipated job duties.

Trainees are promoted off trainee status and become CFS Specialists on probation at the completion of the first phase of training and with the completion of all identified field tasks outlined in the *Field Training Resource Book*. Specialists are then allowed to work with up to eight cases, with a gradual increase to a full caseload by the 12th month of employment. This model allows CFS Specialists on probation to assume case management responsibilities after approximately 8 weeks for those with intake or initial assessment duties, 12 weeks for those with ongoing duties, 14 weeks for those with juvenile service duties, and 13-15 weeks for those with adoption duties. CFS Specialists whose job duties change must return to CW & JS Training | Families Matter to complete the additional specialized training.

# UNITS	PHASE ONE	TIME	
		DAYS	HOURS
15	Core	20	120
1	Specialized Intake	3	18
7	Specialized Initial Safety Intervention	8	48
9	Specialized Ongoing Safety Intervention	14	84
3	Specialized Juvenile Services	7	42
2	Specialized Adoption	2.5	15
# UNITS	PHASE TWO	TIME	
		DAYS	HOURS
6	Required In-Services	6	36
43	TOTAL Possible for a Child and Family Services (CFS) Specialist	60.5	363

C. Training Staff

The DHHS and CCFL staff includes a multidisciplinary team of expert trainers as well as a team of Field Training Specialists (FTSs) who are located throughout the state. The training team maintains certification as trainers for Department-initiated or mandated procedures, including the Nebraska Safety Intervention System (NSIS), the Youth Level of Service/Case Management Inventory (YLS/CMI), and The Mandt® System. The staff also has acquired an advanced level of knowledge not only about the Department's vision, mission statements, policies and procedures, but also about how to apply these guidelines in the daily work. A significant number of the trainers and all FTSs have previously worked for the Nebraska Department of Health and Human Services in roles such as Protection and Safety Worker, Protection and Safety Supervisor, Juvenile Service Officer, Central Office Program Specialist, and Integrated Care Coordinator. The remaining staff members have extensive experience in the legal arena and/or areas that support family well-being and the understanding of the complexity of the issues surrounding maltreatment, neglect, dependency, and delinquency. Examples of work experience include: pediatrician, lawyer, psychologist, and sociologist.

The FTSs are training facilitators assigned to work with trainees in their local areas as they move through training. FTSs are positioned throughout the state; at least one FTS is assigned to every service area. Their job is to work very closely with trainees and their supervisors as trainees practice and apply in the field the knowledge learned in the classroom or lab. FTSs work with and support their assigned trainees as they complete all required training and prepare to take on full responsibility for family case management. The FTSs coordinate meetings with the supervisors and trainees throughout training. They assist the trainees with learning to document case information, attend family interviews, and facilitate completion of field training tasks. The FTSs track training received by trainees and then follow up to ensure completion of training requirements within one year from the date of hire.

To meet the extensive training-related responsibilities, DHHS and CCFL draw not only on their expert trainers and FTSs but also on a bank of specialists in the areas of education, curriculum development, competency assessment, training and program evaluation, administrative coordination, technology, and production.

II. TRAINING DELIVERY AND METHODOLOGY

Training units are delivered using a variety of methods: classroom, computer lab, videotaped practice and simulation, home-office activities, and field training.

A. Classroom

The purpose of classroom training is to help trainees acquire new knowledge and skills in a group setting, facilitated by a trainer. Virtual classroom training is supported when the training topics are appropriate and travel by the trainees is significant. Types of classroom training include:

- acquisition of information presented through lecture, brief reading, video, etc.
- question and answer sessions
- group discussions
- activities and exercises

B. Computer Lab

The purpose of computer lab training activities is to allow trainees to develop skills and demonstrate competence in applied work using hypothetical cases prior to progressing to case management activities with families. In contrast with classroom training, computer lab training generally has a stronger focus on practicing and refining specific job-related skills. Specifically, computer lab training provides opportunities for trainees to become familiar with entering and using information on the Department's computer system (N-FOCUS). Computer lab training also typically involves small group or one-on-one supervision and feedback from the training staff.

C. Videotaped Practice & Simulation

The purpose of videotaped practice and simulation is to provide another way for trainees to develop skills and demonstrate competence in applied work using hypothetical cases. It allows trainees to practice

specific job-related skills in a safe environment and allows trainees to receive one-on-one support and feedback from the training staff.

D. Home Office Activities

Home-office activities allow trainees to continue their job preparation through structured learning activities outside of the classroom and lab. Trainees may engage in individualized or group learning by participating in trainer-led webinars or by completing self-directed units. They complete assignments to prepare for upcoming classroom training or to perform activities that reinforce concepts recently learned in classroom. Finally, they observe and shadow experts in the field. These activities typically occur in settings such as the trainee's local office, the community, the home of a family receiving services, or a facility run by a provider. Training activities of this type include:

- observing other workers or work processes (e.g., shadowing a worker, touring a facility)
- reading and reviewing information from actual case files or the Department's computer system
- working through hypothetical case scenarios
- completing activity sheets related to training or case management activities
- reading policy

Many such activities can be done on an individual basis and often do not require the presence or direct facilitation of a trainer or Field Training Specialists (FTS).

E. Field

Field training activities include structured Triangle Meetings and applied field experiences. Triangle Meetings are periodic planning sessions throughout training that include the trainees, their assigned supervisors, and their assigned FTSs. The meetings are held to ensure that:

- each trainee derives the maximum possible benefit from trainings
- each supervisor has all the training information needed to successfully direct and manage the trainee
- each trainee is optimally prepared to assume his/her job responsibilities
- there is a successful transfer of learning from the training program to the job

In general, activities during Triangle Meetings include: clarifying the responsibilities and expectations for each person (trainee, supervisor, and FTS); planning and coordinating all training activities; and reviewing the trainee's behavior, attitude, and performance during training. Triangle Meetings may occur as often as needed but are required for CFS Specialists at the following times: prior to training, at the end of Core or specialized training, during the 5th month from date-of-hire, during the 7th month from date-of-hire, and during the 11th month from date-of-hire.

During applied field activities, Field Training Specialists (FTSs) work closely with supervisors to provide support to trainees by coordinating trainees' orientation to local resources (e.g., meeting with Resource Development (RD) or Income Maintenance Foster Care (IMFC) workers, touring a Child Advocacy Center (CAC), etc.), responding to questions or concerns related to field training tasks, providing coaching on case management tasks, and observing and giving performance feedback. The *Field Training Resource*

Book lists field activities that are not assigned to a specific day on the training calendar but rather can be flexibly scheduled in coordination with the trainee's assigned FTS and/or supervisor. The book includes over 200 tasks that allow the trainees to apply the learning acquired in the classroom or lab. The FTS, the supervisor, or an experienced worker may accompany the trainee in the field to observe performance or the trainee may independently perform case-related tasks as directed by the supervisor. Trainees typically consult with their FTSs, supervisors, or experienced workers after these activities to discuss their experiences, link these experiences to principles presented in classroom or lab training, and receive feedback.

III. TRAINING ACTIVITIES

A. Development of Curriculum and Supplemental Training Information

Trainers and curriculum development staff routinely develop, revise, and update training curriculum to be consistent with state statute; DHHS policy, guidebooks, and memos; as well as research and best practice in both child welfare and juveniles services.

Supplemental training materials are maintained and updated by CCFL curriculum development staff. These materials currently include 1) a training overview and syllabus that summarize new worker training and direct trainees as to the expectations of training; 2) a booklet that includes descriptions of training staff backgrounds and training responsibilities; 3) a booklet of over 200 field training tasks (known as the *Field Training Resource Book*; 4) a manual for supervisors and Field Training Specialists to use in overseeing individual trainees (known as *The Triangle Book*); 5) a compilation of selected Nebraska statutes pertaining to child welfare and juvenile justice (known as the *Red Book*); and 6) a glossary of child welfare and juvenile services terms and definitions.

B. Curriculum Distribution

To meet the need for statewide access to the training materials, CCFL provides a password-protected link on the CCFL training page. The web link *DHHS Child Welfare and Juvenile Services (CWJS) Training | Families Matter Version 1* allows DHHS administration, training staff, and CFS Specialist trainees and supervisors to access the curriculum electronically as needed. Access to DHHS policy, guidebooks, and memos is also available through hyperlinks on this site.

In addition to providing electronic access to curriculum, CCFL makes and distributes paper copies of curriculum for trainers and trainees. For *Child Welfare and Juvenile Services (CW & JS) Training | Families Matter Version 1*, all trainers and trainees receive complete sets of training materials from CCFL on an ongoing basis. Supplemental training materials are produced and distributed on an as needed basis.

C. Training Scheduling

For each new worker training group, CCFL creates a comprehensive calendar that indicates the day, time, and location of training sessions. Each calendar is designed to ensure timely completion of training while accommodating service area and trainee needs whenever possible. Planning also includes consideration of room/lab, trainer, and equipment availability and, in many cases, travel time. Finalized calendars are distributed to supervisors by e-mail and to trainees via their supervisors or initial planning meeting (orientation Triangle Meeting) with their supervisor and Field Training Specialist (FTS). When

calendar changes are sometimes necessary (e.g., due to service area requests or bad weather), supervisors and trainees receive notification and updated calendars by e-mail or through communication with their FTS. Notification of training cancellation due to dangerous road conditions is available by calling (402) 472-0212 at CCFL after 5:00 a.m. on the morning of the training.

A new Child Welfare and Juvenile Services Training cycle begins during the second week of every month. This means that each month a new group of recently hired trainees will begin training somewhere in the state. Because the duration of training support is one year, there are up to twelve active training groups at any given time.

Since 2000, training has been delivered at multiple sites across the state. Each training has typically taken place at whatever site represented the geographic "center" of the group of newly hired trainees. At the current time, successive training groups are scheduled to rotate through Omaha, Lincoln, and an out-state site every three months. This rotation was designed to provide an optimal degree of advance notice for the service areas as to when and where the next training groups would be starting.

D. Make-up Training

Trainees are occasionally absent from training for a variety of reasons, ranging from personal or family illness to important life events (e.g., weddings). When such absences are unavoidable, the trainer, FTS, and supervisor develop a plan for making up the missed training. If the amount of time missed is relatively small, the trainer may elect to meet with the trainee one-on-one. If the amount of time missed is significant, the trainee may be asked to join a later training group. In general it is very difficult to help a trainee/new specialist catch up since the typical training calendar is sequenced and tightly scheduled.

IV. TRAINING EVALUATION

An important part of ensuring effective training is training evaluation. The goals of the Child Welfare and Juvenile Services Training | Families Matter evaluation system are to collect information to: a) provide to supervisors, trainees, and trainers feedback about individual trainee performance, including strengths and areas for improvement, and b) inform decisions about the future use of various instructional activities and their delivery.

A. Evaluation of Training by Trainees

1. Unit Evaluations

Trainees provide ratings and brief written feedback about the content and delivery of each training unit. Although the specific questions vary by training method (e.g., in person, self-paced, or online), questions generally target trainer behavior (e.g., clarity, preparedness, enthusiasm, respectfulness), training content and methods, and perceived utility and learning. Trainees may also provide written comments about these dimensions or about any other aspect of training they wish to evaluate. Responses are summarized and distributed to the DHHS HRD Resource Coordinator; CCFL Director, Assistant Director, Training Administrator, curriculum and evaluation staff; and the appropriate trainer(s). Any concerns raised in the evaluations about the trainer, training, or training group are discussed as soon as possible and remedied as needed.

2. Post-Training Survey

Trainees provide ratings and written feedback about their overall perceptions of the training model by completing an online post-training evaluation survey. The survey supplements individual unit evaluations, which assess detailed aspects of each unit, by assessing broader perceptions of training. Questions address perceptions related to training timing, sequence, duration, content relevance, utility and resources, triangle meetings, field training, feedback, training cases, trainees' self-efficacy and motivation, trainees' supervisor and coworkers, transfer climate, and training transfer. Trainees complete the survey 1) at the end of the in-service phase and 2) six months after the completion of training. Results of the survey are summarized periodically throughout the year and are used to inform training model decisions.

B. Evaluation of Trainee Attitude & Behavior

Following each unit of classroom and lab training, trainers provide a written evaluation of trainee attitude and behavior. Trainers rate a total of nine dimensions (identified through interviews with 15 DHHS Protection and Safety Supervisors in 2004), including alertness, attitude, participation, communication, preparedness, respectfulness, open-mindedness /acceptance of feedback, sensitivity to race/culture/gender/religion, and punctuality. Trainers may also provide written comments about these dimensions or about any other aspect of trainee attitude and behavior they wish to evaluate. Feedback from these evaluations is shared with the assigned Field Training Specialist (FTS) and the supervisor through routine progress reports. If trainers have immediate concerns about trainee attitude and behavior, they may flag the evaluation for immediate review. In these cases, the assigned FTS is contacted as soon as possible, and the FTS contacts the appropriate supervisor.

C. Trainee Knowledge and Skills Assessments

Written, multiple-choice knowledge assessments are administered for Initial and Ongoing NSIS units. Skills assessments are conducted for interviewing, documenting, initial safety assessment, testifying, family team meetings, N-FOCUS navigation, and meetings with families. Informal knowledge and skill evaluation occurs routinely in all training units.

When knowledge tests are administered, trainers reveal the correct answers at the conclusion of the assessment, so trainees know immediately how they performed. For some skills assessments (e.g., interviewing, initial safety assessment, and testifying), trainees receive immediate trainer feedback in class or lab. For other skills assessment (e.g., documentation), trainees must wait for their performance to be scored outside of class. When a trainee's performance is significantly lower than the performance of the rest of the training group, the assigned FTS is notified, and the FTS notifies the supervisor. All other scores are shared by the FTS through Trainee Progress Reports.

D. Trainee Progress Reports

A summary of trainee 1) attitude and behavior and 2) knowledge and skills assessment results are compiled four times during training. These reports are prepared by the CCFL assessment team and are forwarded to the assigned Field Training Specialists, who share the results with supervisors.

E. Competency Development Tool

CFS Specialist Trainees and CFS Specialists on probation are assessed using the Competency Development Tool (CDT). The CDT is a performance evaluation and probationary planning instrument that assesses 1) a sample of CFS Specialist job tasks representing 17 different performance dimensions

and 2) a set of important employee behaviors, called *pro-social behaviors*. The CDT also includes a supervisor's self-assessment section, to evaluate supervisory participation in the new employee's development, and a goal-setting section, to encourage the specialist and supervisor to jointly develop action plans for performance improvement when employee performance does not meet minimum standards.

Supervisors complete the CDT four times for each CFS Specialist: 1) at the end of specialized training (or at the end of core if only taking core), 2) six months after hire, 3) eight months after hire, and 4) 11 months after hire. Because specialists have not yet performed case management at the time of the first CDT, only the pro-social behaviors and goal-setting sections are completed for the first CDT. Supervisors turn in the completed CDT to their local human resources manager, and a copy is to be sent to CCFL to facilitate a summarization of trends and identification of system issues raised by the data.

V. TRAINING SITES

Facilities and Rooms

Location of the majority of trainees, training requirements, size of group, and availability of facility and rooms all combine to determine the location of each training session. CCFL provides coordination of training for each group. Trainees and supervisors are notified about the location of training facilities and rooms via the training calendar. Notification of change in location of training sessions is provided via e-mail.

VI. TRAINING RECORDS MANAGEMENT

Records and Reports

CCFL maintains a database of records for all new worker training units. Records include such information as training dates, trainer(s), topic, number of hours, name of trainees, and location of training. Quarterly reports are generated that chart the training by date, group, location, and audience. These reports are provided to the DHHS HRD Resource Coordinator, designated administrators, and training staff. Additional reports based on the records in this database are generated at the request of DHHS.

VII. PHASE ONE: PRE-SERVICE (INFORMATION BY UNIT)

The Pre-service phase of training includes core training and the specialized training tracks assigned to the trainee depending upon the trainee's anticipated job duties. Structured training begins after the Home-Office Orientation Period and the first Triangle Meeting.

A. Home-Office Orientation Period

Occurring just prior to the formal classroom training, the Home-Office Orientation Period provides new trainees with an opportunity to become familiar with their local offices. Activities that may occur during this period of time include: becoming acquainted with local office personnel and protocol, completing assignments required by Human Resources, scheduling/attending the first Triangle Meeting, shadowing and observing CFS Specialists, and completing initial field activities outlined in the *Field Training Resource Book*. The supervisor determines the exact number of days in this period for any new trainee. Experience suggests there are substantial benefits to new workers who are afforded at least one week to orient themselves to their work environment prior to beginning training.

B. Core Training

Core training includes 15 units that introduce the trainees to child welfare and juvenile services, family-centered practice, the Nebraska Family Online Client User System (N-FOCUS), the concept of maltreatment, referral to services and resources, interviewing adults and children, the importance of critical thinking, assessing and managing safety, worker safety, the Nebraska Juvenile Court process, gathering and corroborating information, and techniques in testifying. Trainees learn through listening to expert trainers share their knowledge and field experiences, contributing to discussion, practicing entering data, testifying in simulated court experiences, and participating in field experiences. This portion of training is required for all trainees regardless of anticipated specialization. Following core, trainees move on to complete assigned specialized training(s) in the track(s) that support their potential job duties.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 01 **Mode:** Classroom **Time:** 1.5 days / 9 hours **Mode:** Home Office Activity: Pre-Reads **Time:** .5 day / 3 hours	**Introduction to Child Welfare & Juvenile Services** | Trainees receive an introduction to the types of children and families they serve, the case management process, and the juvenile court process. They also learn that: 1) safety, permanency, and well-being are the primary outcomes in child welfare and juvenile services work, 2) family centered practice is the foundation for performing child welfare and juvenile services work, and 3) child welfare and juvenile services work should be performed not only in a family/person centered way, but also legally, in a timely fashion, confidentially, collaboratively, safely, and professionally. The fundamentals of each of these topics are covered, in preparation for later training that addresses the specific applications of these principles to each aspect of the case management and legal process.	Trainees will: 1. know the 12 main populations of children and families served by DHHS as defined by policy. 2. be aware of the emotional reactions that are elicited when seeing maltreated children. 3. know the phases of the case management process, including their basic purpose and sequence. 4. know the major roles of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) in the case management process. 5. know the basic differences in the case management process for child abuse/neglect, status offense, and juvenile offense cases. 6. know the common steps in the juvenile court process, including their basic purpose and sequence. 7. know the mission, vision, and goals of Child Welfare and Juvenile Services and the Families Matter reform. 8. know what the outcomes of safety, permanency, and well-being are and how they are measured. 9. know the family centered practice values, beliefs, and principles and how they apply to child welfare and juvenile services work. 10. know the written rules and guidelines (statute, policy, guidebook, operations manual, and memos) for performing child welfare and juvenile services work, including where to find them and how they should be used. 11. be aware of workers' roles and authorities and the importance of protecting the legal rights of families. 12. be aware of the consequences of not abiding by statute and policy. 13. know that the constitutional doctrine of due process requires Child Welfare and Juvenile Services intervention to be time limited. 14. know that statutes and policy implement these requirements in the form of required time frames for court processes and child welfare and juvenile services work. 15. be aware of time management tips that facilitate meeting deadlines. 16. be aware of the different formal and informal partners involved in child protection and the roles and responsibilities of these partners. 17. be aware of the primary types of teams and the different roles workers will have on different teams. 18. know what to do before, during, and after supervisory case consultation. 19. know where to find the statute and policy that prohibits disclosure of confidential information. 20. be aware of the process to follow when deciding whether information is confidential and whether to disclose confidential information. 21. know the different types of threats to safety and that the primary strategies for enhancing safety are preventing, recognizing, and responding to safety threats. 22. be aware of professional and ethical guidelines, including the importance of accountability. 23. be aware of the additional types of fundamental knowledge and skills workers will need to perform the work.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 02 **Mode:** Classroom **Time:** 1 day / 6 hours	**Family Centered Practice |** Trainees acquire knowledge and skills related to applying the steps of the family centered practice process to case management supervision. Topics include using genograms and ecomaps to engage families, indentifying safety concerns, assessing strengths, and identifying formal and informal resources. Trainees are introduced to the concepts of Family Team Meetings; the development of outcomes, needs, and strategies; and working effectively with families.	Trainees will: 1. be aware of the 12 values, beliefs, and principles of family centered practice and how they define the approach to working with families. 2. be able to exhibit social skills that support family centered practice by treating families with respect and dignity and engaging them in decision making. 3. be able to identify and draw upon family strengths as a basis for developing and maintaining a professional working relationship with families. 4. be able to identify potential formal and informal resource people to serve on the family team. 5. know the purpose and elements of genograms and ecomaps and how to read and use them. 6. know when to begin and update genograms and ecomaps and the importance of contacting relatives for a variety of purposes. 7. become familiar with the concepts of outcomes, needs, and strategies and how they can support the change process.
CORE 03 **Mode:** Computer Lab **Time:** 1 day / 6 hours	**N-FOCUS: Introduction |** Trainees are introduced to the purpose and importance of timely, accurate case management documentation, both in the electronic record and on paper. They become familiar with the basic structure and functionality of N-FOCUS and the standardized case file format. Trainees are introduced to a set of guidelines regarding the appropriate content and style of written documentation. Trainees are then introduced to several N-FOCUS functions relating to searching N-FOCUS and case management. They become familiar with creating a case and entering narratives and required contacts.	Trainees will: 1. know the major roles of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) regarding N-FOCUS. 2. be familiar with the major terms involved in documentation including SACWIS, N-FOCUS/CWIS, Master Case, Program Case, Expert System, Icons (Search, List, Detail). 3. know the basic function of each N-FOCUS main menu icon. 4. know what information should be included in narratives. 5. know the proper writing style for narratives and other written documentation. 6. know the organization of the paper case file and how to properly file case documents. 7. be able to perform basic navigation functions in N-FOCUS. 8. be able to register a Children and Family Services (CFS) program case in N-FOCUS. 9. be able to document children and family information using the Detail Person and the Program Person functions in N-FOCUS. 10. be able to search for and create required contacts. 11. be able to search for and create general narratives and Program Person narratives. 12. be able to create a service referral in N-FOCUS. 13. be able to search, create, view, print, and destroy correspondence in N-FOCUS. 14. be able to read, clear, and create electronic alerts in N-FOCUS.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 04 **Mode:** Home Office Activities: Activity, Pre-Reads & Visit **Time:** .5 day / 3 hours	**Maltreatment 1 |** In preparation for upcoming classroom training, trainees read and answer questions about several articles related to maltreatment definitions, occurrence, dynamics, effects, services, and cultural considerations and make a community visit to a community resource dealing with a cultural/ethnic group different than their own.	The objectives below are met by the activities of CORE 04 and the classroom activities of CORE 05. Those marked with an asterisk are partially met by the activities of CORE 04. Trainees will: 1. *know the demographics of children and youth who have been physically abused, sexually abused, emotionally abused, physically neglected, and medically neglected, adjudicated as a status offender or juvenile offender. 2. *know the systemic nature of maltreatment, and the interpersonal and family dynamics associated with maltreatment. 3. *know the connection between maltreatment and juvenile offense. 4. *know the effects of physical abuse, sexual abuse, and neglect on the child's physical and mental health and family. 5. *know the effects of delinquent behavior on the individual, family, and community. 6. *understand ways in which culture impacts all aspects of child rearing. 7. know how intentional and unintentional injuries may be distinguished. 8. know and be able to recognize the physical and behavioral indicators of maltreatment. 9. know the cultural practices and medical conditions that may be mistaken for or associated with maltreatment. 10. be able to objectively document physical evidence of abuse. 11. understand how the family functions as a system, and how a change in any one part may affect all other parts. 12. understand the importance of attachment and the formation of deep meaningful connections for all children and youth. 13. understand the difficulties created for the child and family when attachments fail or are insecure and the importance to the child of an environment that nurtures and sustains attachments. 14. know and be able to apply the Department's policy about sexuality and pregnancy. 15. understand the relationship of domestic violence to child maltreatment and the ways in which specialists can keep themselves safe while working with families who exhibit domestic violence situations. 16. know the system of support services in domestic violence situations. 17. know the physical effect of alcohol and drugs on the brain, and the implications of these effects for working with individuals who are addicted and for their treatment. 18. be able to recognize the effects of alcohol and drugs on individual and family dynamics 19. know the additional dangers created by the use and manufacture of methamphetamine and ways to recognize and avoid these dangers. 20. know the types of services needed by children who have been maltreated. 21. know the types of providers who provide services to children who have been maltreated and how to make effective referrals to these providers.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 05 **Mode:** Classroom **Time:** 1.5 days / 9 hours	**Maltreatment 2** | Trainees discuss what they have learned about maltreatment in preparation for class and gain additional understanding and practice related to recognizing and documenting abuse and neglect, assessing attachment and mental health factors, substance abuse and its dangers, and the recognition of cultural factors	See objectives described in CORE 04.
CORE 06 **Mode:** Classroom **Time:** .5 day / 3 hours	**Referral to Services/Resources 1** | To promote safety, permanency, and well-being, trainees learn about the referral process as it relates to medical and treatment services including wards with disabilities and families experiencing domestic violence.	Trainees will: 1. *know the levels of medical/surgical and mental* health/substance abuse services. 2. know how to access services for wards with disabilities and for families experiencing domestic violence.
CORE 07 **Mode:** Videotaped Practice & Simulation **Time:** 2 days/ 12 hours	**Interviewing/Interviewing Children** | Trainees build communication skills needed to work with children and families by learning about the process and structure of effective interviewing. They participate in multiple videotaped sessions to refine skills needed to accurately gather and assess information while working with families throughout the case management process. They are also introduced to the communication skills needed to work with and gather information from children. Topics include building a relationship with the child, child language development, memory, and suggestibility.	Trainees will: 1. understand why proper interviewing skills are important for developing relationships with families, gathering accurate information from them, and engaging them in the process of change. 2. know the fundamental skills needed for effective interviewing. 3. know the general structure and process of effective interviewing. 4. know the areas in which they have interview strengths and the areas where they need further work. 5. understand what to look for as they shadow specialists in various interview situations. 6. understand the background and importance of appropriate interviewing with children. 7. recognize their potential impact on the children they will interview. 8. know the reason for the different parts of the standard interview protocol. 9. recognize the usual patterns of communication between children and adults. 10. know basic information about language development. 11. understand the components of memory. 12. understand factors that contribute to suggestibility in children. 13. recognize the impact of confirmatory bias on interviews with children.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 08 **Mode:** Classroom **Time:** 2 days / 12 hours	**Critical Thinking in Case Analysis** | Trainees build critical thinking skills needed for gathering and analyzing necessary information throughout the case process. They will learn the basics of case analysis in order to assess safety, permanency, and well being. Trainees will also learn to apply critical thinking in analyzing information provided by other professionals in making ongoing case decisions.	Trainees will: 1. know the basic components of critical thinking as applied to analysis of the case process. 2. understand how critical thinking/case analysis enhances thorough safety assessment, placement, and case planning. 3. be able to analyze personal assumptions and how these assumptions affect how they gather, perceive, and assess information. 4. be able to describe how to orchestrate information gathering in a logical manner. 5. be aware of the signs of common issues that contribute to maltreatment. 6. be able to formulate questions that are pertinent to the issue and developmentally appropriate.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 09 **Mode:** Classroom **Time:** 1.5 day / 9 hours	**Referral to Services/Resources 2** | Trainees return to the concepts of formal and informal services/resources and learn about the array of services available to children and families. Trainees also learn about referrals to services/resources designed to promote safety, permanency, and well-being and to preserve, strengthen, and support reunification of the family. This includes placement of the child and permanency planning emphasizing kinship care as a resource for children involved with the child welfare system, IV-E services as they relate to out-of-home placement of children, Interstate Compact for the Placement of Children (ICPC), Interstate Compact for Juveniles (ICJ), and Independent Living Services.	Trainees will: 1. know the array of services available to families and how to determine if they are meeting the family's needs. 2. know the guaranteed services available to individuals and families. 3. know about all of the Department and non-Department persons who work with families as part of a Family Team. 4. know the eligibility criteria for Independent Living Services. 5. understand the different funding sources. 6. recognize the importance of using IV-E services. 7. know about Service Referrals and Service Authorizations including how to complete them. 8. know about placement services, including placement change protocol. 9. recognize the importance of locating the most permanent, family-like setting that meets the child's needs. 10. recognize their responsibility to demonstrate reasonable efforts. 11. know the roles and responsibilities for referring children and families to services and resources. Trainees will understand that: 12. ongoing assessment and services will be approached in the least intrusive manner possible. 13. priority will be given to providing reasonable opportunities for parents to keep their families intact by utilizing all appropriate services available. 14. families and children will receive appropriate services to address the identified safety threats and/or presenting problem, reduce risk of maltreatment or delinquency, and provide opportunities for families and children to work toward self-sufficiency. 15. the work at this phase will occur through a team effort on the part of the Department, the community, and family. Trainees will be able to: 16. monitor service plan development and implementation to ensure that they target and address identified safety threats and agreed upon outcomes. 17. approve placement decisions based on the best interest of the child, least-restrictive setting, and closest proximity to family or community. 18. continually evaluate the safety of children in out-of-home placements. 19. assure that the child's educational, medical, and mental health needs are met through services and placement.
CORE 10 **Mode:** Home Office Activity: Area Specific **Time:** .5 day / 3 hours	**Referral to Services/ Resources 3** | Trainees learn about the various services that are provided in their service areas.	Trainees will: 1. become familiar with the various in-home and out-of-home services by name and description of services. For Eastern Service Area and Southeast Service Area only: 2. learn the evidenced-based practice/promising practice models provided by your service area's contracted agency(ies). 3. learn how to access ongoing case management services through the Provider Referral Line.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 11 **Mode:** Classroom **Time:** 3 days / 18 hours	**NSIS: Assessing and Managing Safety** | Trainees are introduced to the concepts and steps in the Nebraska Safety Intervention System (NSIS). Topics include: assessing and responding to present danger at first contact, assessing impending danger through information gathering and identification of safety threats, conducting a safety intervention analysis to determine if a situation requires a child's removal from the home, safety planning, and case status determination. These steps may bring children into care and will inform the decision as to whether or when children return home.	Trainees will: 1. know the major roles of Child and Family Services Specialists (CFSSs) in initial safety intervention. 2. know that the Nebraska Safety Intervention System (NSIS) is the process used to assess and manage safety in the children and families who are served by the Department. 3. understand the differences between maltreatment, risk, and safety. 4. know what present danger is and be able to recognize it. 5. know what a protective action is and how to develop, document, and implement one. 6. know what information to collect to assess for impending danger. 7. understand the safety factors that should be considered when assessing safety. 8. know the safety threshold criteria. 9. know how to assess for the presence of safety threats. 10. know how to make the appropriate case status determination. 11. understand the difference between safety plans and case plans. 12. know how to conduct a safety intervention analysis. 13. know how to develop a safety plan. 14. know how to judge the suitability of safety plan participants including non-custodial parent and extended family.
CORE 12 **Mode:** Classroom **Time:** 1.5 days / 9 hours	**Worker Safety and** **The Mandt System ®** | Worker Safety: Trainees learn about the potential human, non-human, and environmental threats to their safety during case management and supervision. They also learn appropriate strategies for preventing, recognizing, and responding to worker safety threats. The Mandt System ®: Trainees acquire fundamental knowledge and skills related to building healthy relationships, building healthy communication, and building healthy conflict resolution.	In Worker Safety: Trainees will know: 1. tips for preventing threats to safety. 2. indicators of potentially dangerous situations. 3. the various types of responses to safety threats (e.g., de-escalation, leaving the scene, etc.) and when each is appropriate. 4. when and where threats might be encountered and the consequences of failing to address them. In The Mandt System®: Trainees will: 5. learn that people have a right to be treated with dignity and respect. 6. learn that unmet needs can cause people to use behaviors that can sometimes cause harm to others. 7. learn ways to interact with people so interactions do not escalate into incidents. 8. better understand the importance in working as a team. 9. better understand the difference between emotions and behaviors. 10. better understand how stress affects communication. 11. better understand the importance of positive communication (verbal and non-verbal). 12. better understand the role of empathy in communication. 13. better understand the crisis cycle. 14. be better able to build healthy relationships. 15. be better able to demonstrate conflict resolution. 16. be better able to respond in crisis situations.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 13 **Mode:** Classroom **Time:** 2 days / 12 hours	**Juvenile Court Process: Part I |** Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Topics include the Nebraska juvenile court process through adjudication for child protection, status offense, and law violation cases.	Trainees will: 1. know that there are special legal requirements for placement of children. who are Native American, born outside of the US, or have dual citizenship in the US and another country. 2. know the basic mandate of the Multiethnic Placement Act (MEPA) and the Interethnic Adoption Provisions (IEAP) regarding placement. 3. know the basic process for the placement of children out of state (ICPC) and who to contact. 4. know the legal requirements regarding joint placement of or visitation between siblings. 5. know the legal requirement regarding children's placement and attendance at their school of origin. 6. know the basic elements of a petition. 7. know the basic steps involved in opening a court case. 8. know what occurs prior to the admit/deny hearing and who is involved. 9. know the typical process of the admit/deny hearing and the formal adjudication hearing and who is involved. 10. know the basic factors that differ for child protection, status offender, and juvenile offender cases. 11. know the typical reporting and investigation process for status offenders and juvenile offenders and who is involved. 12. know the types of behavior that constitute a status offense. 13. know the basic decisions the county attorney must make when presented with a juvenile offender. 14. know the burdens of proof for child protection, status offense, and juvenile offense cases. 15. know the steps of the legal process for child protection, status offense, and law violation cases through adjudication. 16. know the basic conditions and process for emergency custody and emergency detention. 17. know the basic process for court-ordered custody and detention. 18. know the requirements for reasonable efforts. 19. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) in the legal process. 20. know the basic roles and responsibilities of law enforcement and the county attorney in the legal process. 21. be able to analyze case situations and determine what parts of the law and policy apply to each situation. 22. be able to respond to case situations with appropriate remedial actions, if necessary, to make sure the juvenile court case is processed in the appropriate way. 23. know the steps for identifying and notifying parents (custodial and non-custodial). 24. understand the difference between legal and putative fathers.

CORE (20 DAYS / 120 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
CORE 14 **Mode:** Home Office Activity: Self-Study **Time:** .3 day / 2 hours	**Gathering and Corroborating Information** | To support effective case management and supervision decision making, trainees learn how to gather information and how to access and search computer systems and web sites that can facilitate this process.	Trainees will: 1. know how to search for information on various computer systems and web sites (e.g., Central Registry, Child Support, NDEN, sex offender registries, etc.). 2. know where to look to find or confirm common pieces of information, such as address, birth date, child support, criminal records, and social security numbers.
CORE 15 **Mode:** Classroom **Time:** .7 days / 4 hours	**Testifying Techniques** | Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. They first learn techniques for providing credible testimony in an adjudication hearing, with emphasis on accurately and completely providing the results of the initial safety assessment. Trainees then prepare a request to file a petition, based on a previously provided fact scenario for a hypothetical abuse and neglect case.	Trainees will: 1. know what a Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) should do to prepare to testify in court. 2. know what typically happens during an adjudication hearing 3. know common legal terms related to testifying 4. know the types of evidence presented during a hearing 5. know recommended practices for effective testifying 6. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 7. understand how effective testimony supports the case management goals of safety, permanency and well-being. 8. understand that how a worker presents him or herself as a representative of the Department has a direct impact on the effectiveness of the testimony in court. 9. be able to testify in a credible manner, providing the court with accurate and complete factual and opinion-based evidence. 10. be able to recognize and effectively respond to typical cross-examination techniques. 11. understand the process of analyzing available information within the framework of the Juvenile Code. 12. understand the process of assessing available information to decide what to include in a request to file memorandum. 13. understand the process of consulting with contractors and others in the Department in order to provide information to the county attorney needed to determine whether to file a petition. 14. be able to analyze and assess available information from the family, contractors, and others in order to request the county attorney to file a petition allowing the necessary intervention with children and families.

C. Specialized Intake Training

Specialized Intake training prepares a trainee to become a CFS Specialist who can take responsibility for intake cases. It includes both classroom and practice in the computer lab. The complete training track includes Core training and the Specialized Intake unit. Trainees who will be assigned intake job duties can be promoted to CFS Specialist on probation after completing this training.

SPECIALIZED INTAKE (3 DAYS / 18 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
INTK 01 **Mode:** Computer Lab **Time:** 3 days / 18 hours	**Specialized Intake |** Trainees participate in a specialized training on the abuse/neglect intake referral and acceptance process. Topics include effective data gathering, decision making, screening, prioritization, and data entry on N-FOCUS.	Trainees will: 1. understand the intake process. Trainees will be able to: 2. take a referral. 3. ask the appropriate questions to gather the required information. 4. make screening decisions and priority decisions.

D. Specialized Initial Safety Intervention Training

Specialized Initial Safety Intervention training prepares workers to take responsibility for working with families during the initial safety intervention phase of the work. This training builds on the more general information about assessing and managing safety that is presented in Core. It focuses on the worker's role during initial safety intervention as defined by the Nebraska Safety Intervention System (NSIS). Trainees learn through reviewing case files, receiving information and feedback from trainers and trainees, exploring policy, working with case data on N-FOCUS, and shadowing experienced specialists. The complete training track includes Core training and Specialized Initial Safety Intervention. Trainees who will be assigned to initial safety intervention job duties can be promoted to CFS Specialist on probation after completing this training.

SPECIALIZED INTIAL SAFETY INTERVENTION (8 DAYS / 48 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ISI 01 **Mode:** Home Office Activity: Case File Review **Time:** 1 day / 6 hours	**Initial Safety Intervention: Practice 1 |** Trainees continue to learn about the Nebraska Safety Intervention System (NSIS) as they review case file information and then document pertinent information in the six assessment domains, identify existing safety threats, and determine if the child is safe.	Trainees will: 1. be able to apply knowledge learned in NSIS: Assessing and Managing Safety. 2. be able to write safety assessment domain narratives. 3. be able to identify and justify safety threats. 4. be able to write a safety plan that controls the identified safety threats emphasizing least restrictive measures (e.g., extended family and informal resources).

SPECIALIZED INTIAL SAFETY INTERVENTION (8 DAYS / 48 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ISI 02 **Mode:** Classroom **Time:** 1 day / 6 hours	**Initial Safety Intervention: Practice 1 Feedback |** Trainees continue to learn about the Nebraska Safety Intervention System (NSIS) as they report on the identified safety threats in their assigned cases and on their determination of the child's safety. They receive feedback from training staff and participate in a question and answer session about their decision-making process.	There are no separate learning objectives for this day. The classroom reporting exercise reinforces the learning objectives of the previous field day.
ISI 03 **Mode:** Classroom **Time:** 1 day / 6 hours	**Initial Safety Intervention: NSIS** Trainees learn about the concepts, steps, and policy associated with implementing the NSIS during the initial phases of case management. Trainees learn about techniques used in corroborating and documenting evidence in determining if maltreatment has occurred. Trainees participate in a case status determination activity to practice assessing whether there is credible evidence to support the finding of child abuse or neglect as defined by state statute and Department policy. Trainees also learn techniques related to interviewing children.	Trainees will: 1. know the major roles of Child and Family Services Specialists (CFSSs) in initial safety intervention. 2. know DHHS policy related to the initial phases of the Nebraska Safety Intervention System 3. know how to document accurate information in appropriate domains as a foundation for safety assessment and case planning. 4. know how to make an appropriate case status determination. 5. know strategies for searching for corroborating evidence. 6. learn techniques to use when interviewing children.
ISI 04 **Mode:** Computer Lab **Time:** 1 day / 6 hours	**N-FOCUS: Initial Safety Intervention |** Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management during Initial Safety Intervention. Topics include CFS program case registration, case and person detail, family relationships, safety assessment, protective action, safety plan, kinship narrative, intake findings, and case closure.	Trainees will be able to: 1. document NSIS information into N-FOCUS. 2. process family relationships using the Expert System in N-FOCUS. 3. tie an intake to a CFS Program Case and enter allegation findings in N-FOCUS.

SPECIALIZED INTIAL SAFETY INTERVENTION (8 DAYS / 48 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ISI 05 **Mode:** Home Office Activities: Shadowing & Assignment **Time:** 1day / 6 hours	**Initial Safety Intervention: Application** | Trainees shadow experienced specialists conducting initial safety assessments. Trainees review the experience with the specialists who use the Initial Safety Assessment tool to determine if the child is safe and, if not, what in-home or out-of-home services (least restrictive to most restrictive) need to be provided to the family. They then enter appropriate documentation on N-FOCUS under the guidance of the specialists. This shadowing experience is supported by an assignment to do a case analysis to determine existence of present or impending danger.	Trainees will: 1. know the local practices for conducting and documenting an initial safety assessment. 2. be able to recognize present danger. 3. be able to recognize impending danger.
ISI 06 **Mode:** Computer Lab **Time:** 1.5 days / 9 hours	**Initial Safety Intervention: Practice 2** | Trainees practice identifying present danger and needed protective actions in a hypothetical case. They determine if a child is safe and whether a situation requires a child's removal from the home. They then conduct a mock initial safety assessment interview and document the initial safety intervention steps in N-FOCUS.	Trainees will be able to: 1. ask questions to gather initial safety assessment information. 2. document initial safety assessment and safety plan information in N-FOCUS.

SPECIALIZED INTIAL SAFETY INTERVENTION (8 DAYS / 48 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ISI 07 **Mode:** Videotaped Practice & Simulation **Time:** 1.5 days / 9 hours	**Preparing a Request to File & Testifying in an Adjudication Hearing** | Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Trainees prepare a request to file a petition, based on a previously provided fact scenario for a hypothetical abuse and neglect case. By participating in a mock adjudication hearing, they develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on video and of others as they testify.	Trainees will: 1. know what a CFS Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) should do to prepare to testify in court. 2. know what typically happens during an adjudication hearing 3. know common legal terms related to testifying 4. know the types of evidence presented during a hearing 5. know recommended practices for effective testifying 6. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 7. understand how effective testimony supports the case management goals of safety, permanency and well-being. 8. understand that how a CFS Specialist presents him or herself as a representative of the Department has a direct impact on the effectiveness of the testimony in court. 9. be able to testify in a credible manner, providing the court with accurate and complete factual and opinion-based evidence. 10. be able to recognize and effectively respond to typical cross-examination techniques. 11. understand the process of analyzing available information within the framework of the Juvenile Code. 12. understand the process of assessing available information to decide what to include in a request to file memorandum (e.g., statements related to contrary to the welfare, best interests, and reasonable or active efforts). 13. understand the process of consulting with contractors and others in the Department in order to provide information to the county attorney needed to determine whether to file a petition. 14. be able to analyze and assess available information from the family, contractors, and others in order to request the county attorney to file a petition allowing the necessary intervention with children and families.

E. Specialized Ongoing Safety Intervention Training

Specialized Ongoing Safety Intervention training prepares workers to take responsibility for working with families during the ongoing safety intervention phase of the work. Trainees learn about ongoing safety intervention based on the Nebraska Safety Intervention System (NSIS) curriculum. They participate in discussion based on classroom lecture; role play in family team meetings and testify in simulated hearings; develop case plans, court reports, and visitation plans; enter case data; practice writing narratives; and examine case examples. The complete training track includes Core and Specialized Ongoing Safety Intervention training. Trainees who will be assigned ongoing case management job duties can be promoted to CFS Specialist on probation.

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 01 **Mode:** Classroom **Time:** 3.5 days / 21 hours	**Ongoing Safety Intervention |** Trainees continue learning about the Nebraska Safety Intervention System (NSIS) with specific focus on the concepts, steps, and policy associated with implementing the NSIS during the ongoing phases of case management and supervision. Topics include: introduction to ongoing safety intervention, the protective capacity assessment, development and implementation of the case plan, conditions for return, continuing safety management, measuring progress, permanency planning including using kinship care as a resource for children involved with the child welfare system, and reunification.	Trainees will: 1. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to the ongoing phase of case management. 2. understand the purpose and primary responsibilities of ongoing safety intervention. 3. know what protective capacities are and what they look like. 4. know the purpose, objectives, and steps associated with each stage of the protective capacity assessment (preparation, introduction, discovery, and case planning). 5. know how to document the protective capacity assessment and case plan. 6. know how to write outcomes, needs, and strategies. 7. understand what conditions for return are and how to write them. 8. know the standards and process for measuring case plan progress. 9. know when reunification should be considered and the criteria for making the decision. 10. know the process for reunification. 11. know DHHS policy related to the ongoing phases of the Nebraska Safety Intervention System. 12. understand how to use the information provided by other professionals to support effective decision making.
OSI 02 **Mode:** Classroom **Time:** 1 day / 6 hours	**Family Team Meeting |** Trainees learn the role of a facilitator on a family team. Topics include: elements of a family team meeting, expectations of a facilitator, the facilitator's role in assisting a family team in developing outcomes, needs, and strategies to assure that the safety concerns are addressed in the case plan.	Trainees will: 1. apply the 12 values, beliefs, and principles of family centered practice in the facilitation of family team meetings. 2. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to family team meetings. 3. understand how to facilitate a family team meeting. 4. be able to effectively talk with families about their identified safety concerns. 5. be able to work with families to identify outcomes, needs, and strength-based strategies in order to develop the case plan. 6. understand how to review and analyze family team meeting documentation.

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 03 **Mode:** Classroom **Time:** .5 day / 3 hours	**Court Report Components |** Trainees learn the basic components of the court report and the visitation/parenting time plan as they develop case management and supervision skills.	Trainees will: 1. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to the development of the components of a court report. 2. know the components of a court report. 3. know the components of a visitation/parenting time plan.
OSI 04 **Mode:** Computer Lab **Time:** 2 days / 12 hours	**N-FOCUS: Ongoing Safety Intervention** | Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management. Topics include: removal and placement of a child, visitation plan, contracted organization assignments, protective capacity assessment, a case plan, and a court report. They learn how to enter conditions for return and required contacts in N-FOCUS.	Trainees will be able to: 1. document removals, placement, and changes in placement in N-FOCUS. 2. assign a contracted organization to the CFS case. 3. create a visitation plan in N-FOCUS. 4. review ongoing case management progress regarding the visitation plan in N-FOCUS. 5. create a protective capacity assessment, a case plan, and a court report in N-FOCUS. 6. review case management progress regarding the case plan and court report in N-FOCUS, 7. document conditions for return in N-FOCUS. 8. document required contacts.
OSI 05 **Mode:** Computer Lab **Time:** 1 day / 6 hours	**Ongoing Safety Intervention: Practice 1** | Trainees will use the family centered practice process to complete conditions for return, protective capacity assessment and identify outcomes and needs, and strategies while working with a hypothetical family.	Trainees will be able to: 1. explain the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to the ongoing phase of case management. 2. complete a Conditions for Return. 3. complete a Protective Capacity Assessment. 4. complete outcomes, needs and strategies. 5. recommend permanency objective(s) for the child(ren)

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 06 **Mode:** Classroom & Computer Lab **Time:** 4 days / 24 hours	**Juvenile Court Process: Part II & Developing and Advocating for the Case Plan, Court Report, and Visitation Plan |** Trainees learn the steps of the juvenile court process beginning after adjudication through case closure for child protection, status offense, and law violation cases. They learn how the process of case management and their interaction with contractors and others in the system fit with the legal process. In preparation for participation in the dispositional phase of a judicial child protection case, trainees prepare a Protective Capacity Assessment and a case plan and court report in a mock court-adjudicated case, based on their responsibilities to work alone or with contractors in the coordinated development of the case plan and court report. Trainees learn how to integrate the case planning process with court reporting and with preparation of a visitation plan for a family. In preparation for mock disposition, review, and permanency hearings, trainees review the content and purpose of a case plan and court report. Trainees work to understand the importance of working with contractors in order to choose appropriate services based on the adjudication order and their relation to specific strengths and needs of families.	Trainees will: 1. understand the differences among the legal processes for child protection, status offense, and law violator cases from adjudication through case closure. 2. understand the juvenile court process from adjudication through case closure, including how the Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) relate so that they can always know where a case is in the process, what should have been done before, and what needs to be done next and when. 3. understand how the Juvenile Court process fits with the case planning process, and how the Child and Family Services Specialists (CFSSs) relates to the Family Permanency Specialists (FPSs) to assure they both carry out their responsibilities. 4. understand the importance of accurate assessment in both the case planning process and the court process. 5. be able to document a protective capacity assessment in compliance with family centered practice and policy. 6. understand the need to review and express strategies so that compliance with the case plan leads to progress toward the permanency objective. 7. be able to prepare a case plan and court report which incorporate the values, principles, and beliefs of family centered practice, comply with statute and policy and, if followed, result in achieving permanency. 8. be able to document a case plan and court report using the N-FOCUS system. 9. be able to work collaboratively to create a case plan and court report reflecting family centered practice. 10. understand how to articulate the case plan so it is clear, precise, and understandable. 11. be able to demonstrate/articulate why a case plan and court report submitted to the court should be upheld and ordered by the court. 12. Demonstrate an ability to articulate the Juvenile Court process to a parent in a simulated setting. 13. Understand how to develop and present primary and concurrent permanency plan in the Court Report. 14. Understand how to develop visitation plans to promote reunification.

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 07 **Mode:** Videotaped Practice & Simulation **Time:** 1 day / 6 hours	**Testifying in a Disposition, Review, and Permanency Hearing** | By participating in mock hearings, trainees learn techniques for providing credible testimony in disposition, review, and permanency hearings, with emphasis on testifying as an expert. They develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on videotape and of others as they testify.	Trainees will: 1. understand that there are techniques that will assist the worker in presenting accurate and credible testimony in court. 2. understand that credible and accurate testimony results in appropriate disposition. 3. understand how to communicate effectively both orally and in writing with contractors and other professionals in the court system. 4. understand how to coordinate their testimony with the contractor and be able to credibly defend a case plan/court report contested by other parties. 5. understand how to read court orders and the importance of obeying court orders. 6. understand how to prepare for a dispositional hearing, help the contractor prepare, and know how to defend a case plan in contested disposition hearings. 7. understand how to effectively assess available information within the framework of an adjudication order to work with the contractor in order to develop a case plan/court report. 8. understand the dynamic nature of the case process and how to respond to changing family dynamics within the framework of a disposition order. 9. be able to respond to changing family dynamics within the framework of a disposition order in a manner reflecting family centered practice's values, beliefs, and principles and which seeks to achieve the safety, permanency, and well-being of a child or children. 10. be able to collaboratively (with other trainees and with a Field Training Specialist role-playing a Supervisor or a contractor) create and defend an amended case plan in response to changes in family circumstances in the mock case.
OSI 08 **Mode:** Classroom **Time:** .5 day / 3 hours	**Ongoing Safety Intervention: Practice 2** | Trainees review examples of protective capacity assessments, case plans, and a court report to be able to determine those that have been written well and those that need to be improved. Trainees discuss needed improvements to address safety, permanency, and well-being.	Trainees will be able to: 1. determine if protective capacity assessments, case plans, and court reports are well written. 2. critically analyze how protective capacity assessments, case plans, and court reports address safety threats to achieve defined outcomes.

SPECIALIZED ONGOING SAFETY INTERVENTION (14 DAYS / 84 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
OSI 09 **Mode:** Classroom **Time:** .5 day / 3 hours	**Case Closure** | Trainees learn how to carry out final case management and supervision responsibilities, with a focus on when and how to close a case based on the resolution of the issues that brought the child/youth to the attention of the Department and the achievement of case plan outcomes.	Trainees will: 1. explain the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to case closure. 2. understand that case closure occurs for all adjudications. 3. know there are two types of case closure. 4. understand the case transfer process. 5. know who is involved in the case closure decision making process. 6. know the case management activities for case closure. 7. know the 15 case closure determinations. 8. know the role of the Safety Assessment in case closure. 9. understand the process for case closure of a 3a case. 10. understand the process for discharge of a Juvenile or Status Offense case. 11. understand the need to make referrals prior to discharge. 12. know what information and property is available upon case closure. 13. know what needs to be documented before a case can be close. 14. know file retention guidelines. 15. know the process for sealing records.

F. Specialized Juvenile Services Training

Specialized Juvenile Services training prepares a worker to take responsibility for supervising committed juvenile offenders. In this training, case management procedures (including use of the Youth Level of Service/Case Management Inventory [YLS/CMI]) are taught. Trainees learn through pre-reads, classroom participation, and tours of the YRTCs. Specialized Juvenile Services is scheduled for completion within approximately two weeks of the conclusion of Specialized Ongoing Safety Intervention. In this track, trainees who will be assigned juvenile services job duties can be promoted to Juvenile Service Officer on probation after completing Core training, Specialized Ongoing Safety Intervention training, and Specialized Juvenile Services training.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 01 **Mode:** Home Office Activity: Pre-Reads **Time:** .5 day / 3 hours	**Juvenile Services 1** | Trainees complete readings in preparation for JS classroom training and observe current JSOs as they carry out case management and supervision of juvenile offenders.	There are no separate learning objectives for this day. See JS 02.
JS 02 **Mode:** Classroom **Time:** 5.5 days / 33 hours	**Juvenile Services 2** | Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures (including use of the Youth Level of Service/Case Management Inventory), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 1 - Court and Legal Process. Trainees will: 1. know which individuals hold decision making authority in the juvenile justice system 2. know the charging options available to the county attorney when a youth has committed a law violation 3. know the meaning of an adjudication, what happens at an adjudication hearing, and which statutes provide the basis for an adjudication of a juvenile offender. 4. know about the pre-dispositional evaluation services that are offered through DHHS-OJS and probation. 5. know the meaning of a disposition, what happens at a disposition hearing, and the main dispositional options for youths adjudicated as juvenile offenders. 6. know the meaning of an initial level of treatment and the three initial levels of treatment that a judge may order. 7. know which youths are subject to review hearings by the committing court.
		Module 2 - Case Management Process. Trainees will: 8. know how the early case management steps for juvenile offenders compare to those for other adjudicated populations. 9. know the types of tasks that the worker must complete during the early phases of case management with juvenile offenders. 10. know the basic sequence/order in which early case management responsibilities must be completed.
		Module 3 - Initial Document Review. Trainees will: 11. know the purpose of the document review, which documents are included in the review, time frames, and tasks associated with the initial document review. 12. be able to interpret the information in an adjudication order and disposition order. 13. be able to interpret the information in the Comprehensive Child and Adolescent Assessment (CCAA) report. 14. know how to interpret basic clinical information such as standardized test scores, percentile ranks, and the five axes of the Diagnostic and Statistical Manual (DSM). 15. know how to review and interpret the information in the YLS/CMI and the Initial Classification Form.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 02 continued **Mode:** Classroom **Time:** 5.5 days / 33 hours	**Juvenile Services 2** | continued	Module 4 - Orientation to Rules and Expectations. Trainees will: 16. know the purpose of the rules orientation, individuals involved, times frames, and tasks associated with the orientation. 17. know the complementary responsibilities of the worker. 18. know the DHHS-OJS forms (e.g., the *Conditions of Liberty*) that present the rules and expectations for juvenile offenders and their families. 19. know the order of priority for introducing the forms. be able to explain each of the forms to assigned youths and families and provide a clear rationale for the rules and expectations found in them.
		Module 5 - Services. Trainees will: 20. know the services made available specifically for juvenile offenders (i.e., electronic monitoring, tracker services, and drug testing). 21. know the intended purpose and eligibility guidelines for each of the services.
		Module 6 - Drug Screening. Trainees will: 22. know the purpose of drug screening. 23. know the complementary responsibilities of the worker for drug screening. 24. know the difference between preliminary and confirmatory urinalysis testing. 25. know the types of situations in which the worker is authorized to conduct urinalysis testing. 26. know when and how to obtain urine samples from youths. 27. know how to conduct urinalysis tests using the Department's preliminary urinalysis equipment.
		Module 7 - YRTC Programs. Trainees will: 28. know the purpose of the YRTCs and the legal processes that result in placement. 29. know the programs and services that are provided/offered at the YRTCs. 30. know the complementary responsibilities of the worker in regard to institutionally-assigned youths. 31. know how to properly carry out institutional visits. 32. know how to appropriately communicate with the staff and residents of the YRTCs.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 02 continued **Mode:** Classroom **Time:** 5.5 days / 33 hours	**Juvenile Services 2** | continued	Module 8 - Behavior Management. Trainees will: 33. know the goals and philosophy of the Department in regard to behavior management. 34. know the complementary responsibilities of the worker. 35. know the range of normal adolescent behavior and how to distinguish normal adolescent behavior from delinquent behavior. 36. know the case management practices that can help to prevent or reduce the occurrence of behavior management problems. 37. know the principles of effective monitoring. 38. know the meaning of sanctions and rewards; know acceptable types of sanctions and rewards that can be used with juvenile offenders. 39. know the types of interventions that cannot be used with youths.
		Module 9 - Search and Seizure. Trainees will: 40. know the purposes served by search and seizure. 41. know the types of searches that can be done. 42. know the types of items and materials that may be declared to be contraband. 43. know how to collaborate with others involved in the process. 44. know the legal basis for conducting searches. 45. know how to reduce the intrusiveness of search procedures. 46. know how to appropriately conduct both person and property searches. 47. be able to appropriately conduct both person and property searches. 48. know the options available to the FPS and/or JSO for proper disposition of contraband items.
		Module 10 - Apprehension and Detention. Trainees will: 49. know the purpose of apprehension. 50. know how to collaborate with others involved in the process. 51. know the legal basis upon which a worker may take a juvenile offender into custody. 52. know how to carry out a supervisory consultation prior to a decision to apprehend a youth. 53. know how to appropriately identify backup in apprehension situations. 54. know the steps involved in conducting apprehension and detention. 55. know how to place a youth in detention, including use of the Detainer form.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 02 continued **Mode:** Classroom **Time:** 5.5 days / 33 hours	**Juvenile Services 2** | continued	Module 11 - Use of Mechanical Restraints. Trainees will: 56. know the purpose for using restraints and the Department's philosophy about their use. 57. know how to appropriately apply a full set of mechanical restraints. 58. be able to appropriately apply a full set of mechanical restraints. 59. know how to cope with common issues/problems that may arise in using mechanical restraints.
		Module 12 - Abscond Procedures. Trainees will: 60. know the purpose for carrying out abscond procedures. 61. know how to collaborate with others involved in the process. 62. know the legal basis for making efforts to regain custody of youths who have absconded. 63. know how to identify a true abscond situation from a situation in which a youth is being unaccountable for his/her whereabouts. 64. know the steps to take when a youth is determined to be a true absconder. 65. know the steps to take when an absconder is located.
		Module 13 - Administrative Hearings. Trainees will: 66. know the due process guidelines associated with the administrative hearings. 67. know how to collaborate with others involved in the process. 68. know the purposes associated with each type of administrative hearing. 69. know what the FPS and/or JSO must do to prepare for each type of administrative hearing. 70. know what the FPS and/or JSO must do to testify/participate in each type of administrative hearing. 71. know what the FPS and/or JSO must do to follow up after each type of administrative hearing.
		Module 14 - Youth Level of Service/Case Management Inventory (YLS/CMI). Trainees will: 72. know when and how the YLS/CMI is utilized in the case management process, including the case planning and reclassification processes. 73. know the rationale for and history of using standardized risks and needs assessments. 74. know how to collaborate with others involved in the process. 75. know the eight sections and 42 items of the YLS/CMI. 76. know the questions that are used to gather information relevant to the YLS/CMI. 77. know the scoring guidelines for each of the items in the YLS/CMI. 78. be able to appropriately score a YLS/CMI interview.

SPECIALIZED JUVENILE SERVICES (7 DAYS / 42 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
JS 03 **Mode:** Home Office Activity: YRTC Tours **Time:** 1 day / 6 hours	**Juvenile Services 3** | Trainees tour the Youth Rehabilitation and Treatment Centers or observe current JSOs as they carry out case management and supervision of juvenile offenders.	There are no separate learning objectives for this day. Field training exercises reinforce the learning objectives of the previous classroom days.

G. Specialized Adoption Training

Specialized Adoption training prepares a worker to take responsibility for adoption cases. It is scheduled for completion approximately one week after the conclusion of Specialized Juvenile Services training. In this track, trainees who will be assigned adoption duties can be promoted to CFS Specialist on probation after completing Core training, Specialized Ongoing Safety Intervention training, and the three-day Specialized Adoption sequence. The ADP 01 unit is highly recommended for all ongoing workers who may be preparing children or families for adoption.

SPECIALIZED ADOPTION (2.5 DAYS / 15 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ADP 01 **Mode:** Classroom **Time:** 1.5 days / 9 hours	**Preparing for Adoption** | Trainees learn about the fundamentals and dynamics of adoption as they relate to each person involved in the adoption process. Topics include preparing the child and family for placement; the case management supervision responsibilities of the adoption worker; and the process and procedures necessary to make adoptive placement decisions.	Trainees will: 1. know the roles of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to preparation for adoption. 2. be able to apply their knowledge and understanding of adoption dynamics when working with children and families preparing for adoption. 3. be able to explain the adoption process and their role in this process. 4. know how to work with the team to arrive at appropriate adoptive placement decisions.

SPECIALIZED ADOPTION (2.5 DAYS / 15 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
ADP 02 **Mode:** Classroom **Time:** 1 day / 6 hours	**Specialized Adoption |** Trainees learn about the case management and post-placement supervision responsibilities of the adoption worker. Trainees understand the process and procedures necessary to use the adoption exchanges, make an adoptive placement, determine eligibility for subsidy and develop subsidy agreements, discuss openness, and finalize adoptions.	Trainees will be able to: 1. know the roles and responsibilities of Child and Family Services Specialists (CFSSs), Family Permanency Specialists (FPSs), and Child and Family Outcome Monitors (CFOMs) as they relate to adoption. 2. explain the adoption process and their role in this process. 3. identify the procedures and complete the documentation needed to: locate appropriate adoptive placements (including use of adoption exchanges), make an adoptive placement, and complete steps necessary for finalization. 4. discuss openness in adoption and their role in developing open adoption agreements. 5. understand if a child is eligible for subsidy and their role in providing and/or completing the appropriate documentation and steps necessary to develop a subsidy agreement. 6. identify the documentation necessary to finalize an adoption based on each child's circumstances and distinguish what documentation needs to be included in the Adoption Packet which will be sent by DHHS to the adoptive parent(s)' attorney to finalize the adoption.

VIII. PHASE TWO: REQUIRED IN-SERVICES (INFORMATION BY UNIT)

Required In-Services Training

Required In-Service training covers advanced topics identified as needed by all workers after receiving case management responsibilities. Trainees are assigned pre-readings, participate in classroom discussions, review case files, and tour facilities. This required training must be scheduled within the first year of employment. The Department recommends that workers have coverage for their caseloads while they are in training.

REQUIRED IN-SERVICES (6 DAYS / 36 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
RIS 01 **Mode:** Classroom **Time:** 2 days / 12 hours	**Legal Case Management Responsibilities** | Trainees learn about legal case management responsibilities and how to assure that they carry out their assigned duties. The topics discussed include working with Native American families pursuant to principles of law and family-centered practice, practical applications of confidentiality, and expungement from the Central Register. Trainees learn the detailed distinctions between Adoption and Guardianship as each relates to the goals of safety, permanency, and well-being. For DHHS trainees, there is discussion of and practical considerations of case management and worker liability.	Trainees will: 1. understand the differences between the child protection tracking system and the Central Register. 2. understand and be able to recognize instances when workers and contractors can be in danger of creating liability for themselves and the Department. 3. understand legal ramifications of termination of parental rights. 4. recognize the roles and responsibilities of both workers and contractors in complying with the Indian Child Welfare Act (ICWA) in achieving permanency, and knowing how the activities of workers and the contractors make compliance possible. 5. understand how Child Welfare and Juvenile Services practice is impacted by legal requirements for reasonable efforts, Central Register, confidentiality, ICWA, and adoption. 6. understand the distinction between a legal father and putative father. 7. understand the process of notifying a legal or putative father in the Juvenile Court and as required by DHHS policy. 8. understand the distinction between Legal Guardianship and Adoption as a permanency plan for state wards. 9. demonstrate how to articulate the DHHS permanency plan of Adoption or Legal Guardianship to the Court and parties involved in the juvenile case. 10. understand DHHS and the Juvenile Court requirements to complete a relinquishment. 11. understand legal ramifications between termination of parental rights and a voluntary relinquishment. 12. understand the statutory ramifications involved in a Legal Guardianship versus Adoption. DHHS trainees will: 13. understand concepts of liability and indemnification.

REQUIRED IN-SERVICES (6 DAYS / 36 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
RIS 02 **Mode:** Home Office Activities: Pre-Read, Visit, & Review **Time:** .5 day / 3 hours	**Development, Disability, and Special Education 1** | In preparation for upcoming classroom training, trainees read information about developmental milestones and the Denver Development Screening Test Scoresheet and review the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) and file information for a child who is in special education.	The following objectives are met by the activities of RIS 02 and the classroom activities of RIS 03. Those marked with an asterisk are partially met by the activities of RIS 02. The trainees will: 1. understand the ways in which a child with special needs and the systems of care for the child (including special education) can impact a family in both positive and negative ways. 2. * know the special education regulations contained in Rule 51 and the importance and methods of advocating for children who are receiving special education services. 3. know the aspects of the Department's policy and guidebooks as they relate to working and communicating with schools and planning for a child's education. 4. * know the CAPTA rules requiring referral to the Early Development Network service for all children under three years of age who have been abused or neglected, and how these referrals are made. 5. know the gross motor, fine motor, and language development milestones for children from birth to age six and be able to use reference materials to recognize when children may need further evaluation of their developmental progress. 6. * know the most important considerations when dealing with commonly encountered physical and mental health conditions and how to effectively find additional information when needed.
RIS 03 **Mode:** Classroom **Time:** 1 day / 6 hours	**Development, Disability, and Special Education 2** | Trainees learn more about the most common conditions that qualify children for special education, explore the special education regulations, and learn advocacy techniques for children. They participate in an interactive development activity that reinforces early recognition of special education needs and listen to a panel of parents present a family centered view of special education.	See objectives described in RIS 02.

REQUIRED IN-SERVICES (6 DAYS / 36 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
RIS 04 **Mode:** Home Office Activities: Pre-Read, Review, & Listing **Time:** 1 day / 6 hours	**Supporting Mental and Physical Health 1 |** In preparation for upcoming classroom training, trainees read information about managing difficult developmental stages (colic, toilet training, behavior problems, and adolescence) that may lead to mental health difficulties and/or maltreatment. In addition, trainees review information about treatment of mental health problems and abstract a case file of a child receiving complicated psychopharmacology.	The following objectives are met by the activities of RIS 04 and the classroom activities of RIS 05. Those marked with an asterisk are partially met by the activities of RIS 04. The trainees will: 1. *know the characteristics and understand the effective management of normal developmental stages that may put children at increased risk including crying, exploratory behavior, toilet training, discipline, development of attention, differences in learning styles, and adolescence. 2. understand their attitudes about the proper place of corporal punishment in child rearing and know what expert organizations and research say on the subject. 3. know the concept of evidence-based mental health treatment and the treatments that currently have the strongest evidence of effectiveness. 4. understand the requirements for successful treatment of addiction. 5. *know the most important considerations working with children taking each class of commonly prescribed psychotropic medications. 6. *know the importance of obtaining regular, objective information about the effects and side effects of medication, and methods for objectively obtaining this information and professionally communicating it to the prescribing physicians. 7. *know the resources available for helping individuals affected by domestic violence and substance abuse and the importance of working collaboratively with these resources. 8. *recognize the services that are paid for from Medicaid funding and that need Magellan authorization for access. 9. *be able to work effectively with Magellan and the providers to access mental health and substance abuse services for the families they are serving. 10. *be able to initiate the process to resolve disagreements with treatment providers.

REQUIRED IN-SERVICES (6 DAYS / 36 HOURS)		
Unit Number Mode & Time	**Unit Name | Description**	**Learning Objectives**
RIS 05 **Mode:** Classroom **Time:** 1 day / 6 hours	**Supporting Mental and Physical Health 2** | Trainees apply their knowledge of difficult developmental stages that can lead to mental health problems to case studies and identify ways to support families during these times. In addition, trainees review what they have learned about mental health interventions, substance abuse treatment, and psychopharmacology and learn strategies for effective case management of children receiving complicated medication treatment.	See objectives described in RIS 04.
RIS 06 **Mode:** Classroom **Time:** .5 day / 3 hours	**Referral to Services/Resources 4** | Trainees learn about the services and the complexities of Medicaid services in order to more effectively refer to services and manage case plans for children with complex mental health needs and families with substance abuse. Trainees will also learn additional ways to manage difficult cases involving families experiencing domestic violence.	Trainees will: 1. recognize the services that are paid for from Medicaid funding and that need Magellan authorization for access. 2. be able to work effectively with Magellan and the providers to access mental health and substance abuse services for the families they are serving. 3. be able to initiate the process to resolve disagreements with treatment providers. 4. be able to work effectively with families experiencing domestic violence.

ATTACHMENT B TO AMENDMENT ONE

CCFL Contract Training Plan
October, 2011 – September, 2013

I. New Worker Training

Defined in Appendix 1: Training Overview, June, 2011, and Appendix 2: the Transition to the Structured Decision Making® (SDM) Model, July, 2011.

A. SESA/ESA

A. Provide New Worker Training using the CW & JS New Worker Training | Families Matter Version 1 curriculum and the Transition to the Structured Decision Making® (SDM) Model (field-based training) to all designated CFS staff, NFC and KVC staff.

B. In collaboration with the ESA, SESA and HRD and KVC and NFC (Chartered Training Work Group), transition the new worker training to NFC and KVC before April 1, 2012.

C. Collaborate with the Department to incorporate the Structured Decision Making and Clinical Interviewing in Child Welfare curriculum into training for Initial Assessment staff, to be completed by January 31, 2012.

D. In collaboration with designated Department staff and after completing the training of trainers, provide the training for designated Department staff to prepare for SDM implementation by January 1, 2012.

E. Collaborate with the Department to develop a curriculum for the Children and Family Outcome Monitors (CFOM), Quality Assurance (QA) and Resource Development (RD) group (name yet to be determined)

   a. CFOM curriculum developed by February 29, 2012.
   b. Work with the assigned Department CFOM expert for the curriculum development starting November 1, 2011.
   c. Within three months of the Department defining the role of QA staff, work with an assigned Department expert to develop curriculum.
   d. Within three months of the Department defining the role of RD staff, work with an assigned Department expert to develop curriculum.

F. Deliver training to the CFOM, QA and RD staff within one month following the completion of the respective curricula.

   a. Work with any assigned Department experts for the training delivery.
   b. Training for CFOM staff will begin by April 1, 2012

B. WSA/CSA/NSA

1. Provide the New Worker Training using the CW & JS New Worker Training | Families Matter Version 1 curriculum to all designated people for the entire contract period.

[APPENDIX 2 to ATTACHMENT B OF AMENDMENT ONE]

Child Welfare & Juvenile Services (CW & JS) Training | Families Matter
New Worker Training Plan
Transition to the Structured Decision Making® (SDM) Model
ESA and SESA Child & Family Services (CFS) Specialist Trainees
Starting July 1, 2011

The decision has been made to begin using the Structured Decision Making® model in the ESA and SESA in concert with the lead Contractors. Because of this, changes are being made to the CW & JS Training | Families Matter for new workers. The ESA and SESA Child & Family Services (CFS) Specialist trainees and new Family Permanency Specialists (FPSs) entering training now have an expedited training experience in order to prepare them to be ready to work with families more quickly and to receive the Structured Decision Making® Training with their work teams. To meet the changing need, the following requirements for training have been agreed upon:

Core Training is delivered statewide for all CFS Specialist trainees. To allow for the unique questions and answers about the similarities and differences between the Nebraska Safety Intervention System (NSIS) and the SDM model by service area, one unit (CORE 11 | NSIS: Assessing and Managing Safety) was divided into two training sessions, one for the ESA and SESA and another for the WSA, NSA, and CSA. This impacts the trainees in 2011 groups that started May, July and August.

As the Structured Decision Making® model is trained in the ESA and SESA, it will be incorporated into new worker training and adjustments will be made to Core Training.

Field-Based Training replaces Specialized Initial Safety Intervention training and Ongoing Safety Intervention training. It is anticipated this field-based training will take 30-45 working days depending on the amount of work needed by the assigned families. Requirements of the Field Based Training are:

1. **Families are assigned to each trainee.** Each trainee works with his or her assigned Field Training Specialists (FTS) under close supervision by the supervisor and with support from the mentor. Trainees may work with more than one family as time allows, but may have no more than 4 families. Trainees always have their FTSs, supervisors, or mentors with them during work with the families or courts.

2. **An initial meeting** is held with the trainee, supervisor, mentor, and FTS at the time the first family is assigned to the trainee. The supervisor, FTS, and mentor work together to assure the trainee is provided any knowledge and experience needed to complete the casework, document on N-FOCUS, and work with the local court.

3. **Weekly meetings** are held to communicate about the trainee's progress and provide consultation needed for effective case management.

4. **Documentation of Training Activities.** Supervisors maintain documentation of each trainee's progress in the trainee's file. FTSs provide documentation based on field observations and the completion of the activities in the Field Training Resource Book.

5. **Interviewing skills** must be demonstrated prior to the trainees being assigned their own families and working independently. Trainees working in initial safety intervention must demonstrate interviewing skills with at least one child and one adult. Trainees working in ongoing safety intervention will demonstrate skills in completing at least one required contact with a child, a parent, and a caregiver.

6. **Specialized Juvenile Services (JS), Specialized Adoption, or Specialized Intake training** can be required after approximately one month of work with an assigned family. The need for these specialized trainings is based on the work assignment. Required homework assignments will be completed prior to Specialized JS training.

7. **The Knowledge Assessment** for initial safety intervention is completed at the end of the Field-Based Training. The FTS notifies the CCFL assessment team that the trainee is ready to work with families. The assessment is administered by CCFL through a web link sent to the trainee in an e-mail message. Assessment results are sent to the supervisor.

8. **Working Within the Courts** training includes some additional requirements:
    a. Meeting with local legal team members to learn about the local court protocols. This will be accomplished through group meeting with several trainees or individual meetings with the court where the trainee works most frequently. FTSs will facilitate these meetings.
    b. Attendance and observation with other workers at detention, termination of parental rights, adjudication, adjudication trials, disposition, temporary custody, permanency hearings, and any other hearings the supervisor deems necessary prior to being assigned families.

9. **Required In-Services Training** is completed as scheduled with the training group and according to the CW & JS New Worker Training | Families Matter curriculum. In addition, new workers will complete testifying practice training as an additional required in-service within the first six months.

10. **The Field Training Activities** are completed as required in the Field Training Resource Book within the first year of employment and prior to promotion to CFS Specialist off probation.

11. **Completion of Competency Development Tool** is done 3 times during the first year of employment.
    1. The entire CDT will be completed by the supervisor with input from the FTS and mentor upon a trainee's successful completion of the work with at least one family, but no more than 4 families. Any specialized training needed for the trainee's work assignment will be completed before he or she is assigned that level of work. This first CDT recommends the readiness of the CFS trainee to be promoted worker status as a CFS Specialist on original probation. At that time the CFS Specialist is assigned a gradually increasing number of families. Trainees may only work with 4 or fewer families prior to being promoted to worker status.
    2. At 6 months after the CFS Specialist's date of hire the second CDT is completed.
    3. The final CDT will be completed at 11 months. The Supervisor's documentation of Satisfactory Trainee/Probationary Specialist Performance in the CDT is the trigger for the promotion from Trainee to CFS Specialist status.

    Note: There will no longer be a CDT at 8 months.

12. **The Certificate of Training** indicates the start and end dates of Field-Based Training rather than the number of hours completed as with other portions of the new worker training. These certificates are distributed when the new worker has completed all training requirements for his or her position.

13. **The Post Training Survey** is sent as a web link to each trainee via email when the CCFL assessment team is notified that the trainee has moved to worker status. Subsequently, post training surveys follow the standard statewide new worker training assessment schedule.

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AGREEMENT

BETWEEN THE

NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF CHILDREN AND FAMILY SERVICES

AND

BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA
for the Universtiy of Nebraska - Lincoln

This agreement is entered into by and between the Nebraska Department of Health and Human Services, **Division of Children and Family Services** (hereinafter the "Department"), and the Board of Regents of the University of Nebraska on behalf of the University of Nebraska - Lincoln, performed by the Center on Children, Families, and the Law , (hereinafter the "University").

PURPOSE: The purpose of this agreement is the development and delivery of training for Child and Family Services consistent with the Federal and State statute and policy.

I. TERM AND TERMINATION

A. TERM. This agreement is in effect from October 1, 2009 until September 30, 2011.

B. TERMINATION. This agreement may be terminated at any time upon mutual written consent or by either party for any reason upon submission of written notice to the other party at least 60 (Sixty) days prior to the effective date of termination. The Department may also terminate this agreement in accord with the provisions designated "AVAILABILITY OF FUNDING" and "BREACH OF AGREEMENT." In the event either party terminates this agreement, the University shall provide to the Department all work in progress, work completed, and materials provided to it by the Department in connection with this agreement immediately.

II. CONSIDERATION

A. The Department agrees to pay the University the total amount not to exceed $5,268,536 for the services specified herein.

B. PAYMENT STRUCTURE.
The Department agrees to pay the University actual, reasonable and necessary

expenses as billed up to a maximum of $5,268,536 of the total Budget of $7,024,715 which is Attachment A, which is attached hereto and incorporated by reference herein as if set forth verbatim. Payments to be made in general accordance with the categories and criteria as set forth in this agreement and the Budget. The University shall submit monthly payment requests in accordance with the following billing requirements:

a) billing must not be before the service is provided;
b) all vouchers should be addressed to the attention of:

Mary Osborne, Staff Development Administrator Nebraska Dept. of Health and Human Services 5900 Walker Avenue Lincoln NE 68507 mary.osborne@nebraska.gov	Bradley Pope, Budget Analyst Nebraska Dept. of Health and Human Services, P.O. Box 95026 Lincoln NE 68509 bradley.pope@nebraska.gov

III. SCOPE OF SERVICES

The University agrees to perform the following services:

A. Provide Child Welfare & Juvenile Services New Worker Training to any person designated by the Department as described in Attachment B of this Agreement.

B. Provide in-service training to any person designated by the Department as described in Attachment C of this Agreement.

C. Develop, in partnership with the Department, a clear description of desired job behaviors for Department supervisors; and identify the knowledge, skills, and abilities needed to produce desired behaviors.

D. Develop and implement, in partnership with the Department, a training plan for the Department or other designated supervisors which meets the needs identified in subsection C above.

E. Provide a variety of innovative strategies for delivery of training curricula to best reach Department staff or designated persons in rural and urban areas, as appropriate: including, but not limited to, videoconferencing, interactive online modules, peer mentoring and coaching, and traditional classroom learning.

F. Provide support for contracted service coordinators to include:
    1. production and distribution of training curricula and participant materials,
    2. centralized materials management,
    3. maintenance of training records,
    4. provision of train-the-trainer activities,
    5. training as directed by the Department to support the Department Service

Area staff and contractor agency coordinators, and

6. technical assistance for evaluation and quality assurance as requested by the Department.

G. Provide technical assistance and support for the Department Title IV-E Stipend Program for bachelor's and master's level students enrolled in university and college social work programs in Nebraska. At the direction of, and in collaboration with, the Department, the University will:

1. Assist the University of Nebraska at Kearney Social Work program and the subcontracting Council on Social Work Education accredited social work programs in the development of appropriate child welfare stipend program curricula and field work.
2. Participate on an advisory board comprised of representatives from all subcontracting social work programs and the Department to promote collaboration, implementation and evaluation of, the Title IV-E child welfare training program.
3. Provide technical assistance on the curriculum to the participating school of social work programs.

H. Work with the Department to develop an annual training plan pursuant to this Agreement by June 1 of each year for inclusion in the State's required annual IV-B Child and Family Services Plan.

I. Insure that all training designed or delivered are based on the training needs assessments, identified competencies, the annual training plan developed by the University and Department as hereinafter provided, and the direction provided by the Department.

J. Provide training needs assessment and evaluation of training as follows:

1. Develop instruments and implement techniques to identify training needs of all Child Welfare and Juvenile Services staff in the Department.
2. Develop instruments to identify and measure competency levels of prospective Children and Family Services Specialists at the time of selection, during and following new worker training, and of permanent Children and Family Service Specialists and Supervisors.
3. Evaluate all child welfare and juvenile services training provided under this Agreement.

K. Use only presenters and training pre-authorized by the Department and the University. The authorization will include a process by which to assure that the trainer is knowledgeable of Department policy and practice standards, that each training module is developed and written according to the agreed-upon format, and follows the training plan.

L. Develop and deliver curricula grounded in Department policy and established Department practice standards. The Department will have final authority on

the content and format of all educational materials that are provided by the University under this Agreement, and the Department will be noted as the sponsoring agent.

M. Maintain a tracking system for courses presented and attendance by individual Department staff, and provide quarterly reports to the Department.

N. Meet monthly with designated Department staff to monitor training activity provided under this contract. The University will have quarterly meetings with Children and Family Services Administrative staff.

O. Submit a comprehensive annual report of all activities provided under this Agreement for the previous period of January 1 through December 31. The report shall be delivered to the Department by February 15 of each year, unless otherwise mutually agreed between the parties. Interim summary reports will be provided by the University as requested by the Department.

P. Provide technical assistance and support to the Department for its quality assurance activities related to Children and Family Services, including activities related to the Federal Child and Family Services Review.

IV. DEPARTMENT RESPONSIBILITIES

The Department shall be responsible for the following:

A. Provide direction for the development of training and services provided under this Agreement, and review all curricula to be delivered by the University under this Agreement.

B. Provide support to the University in training development by making Department staff experts and specialists available to the University as consultants to insure accuracy in training content. The Department will also provide opportunities for the University to observe and participate in relevant child welfare work.

C. Review the qualifications of all presenters and all training plans under this Agreement to assure that the trainer is knowledgeable of relevant Department policy and practice standards.

D. Meet with the University at least quarterly to monitor training activity provided under this Agreement.

E. Insure that an update of training activities under this Agreement is a regular agenda item at statewide meetings of the Children and Family Services Administrators for the DHHS Service Areas, which meetings the University will attend, as requested.

V. GENERAL PROVISIONS

A. ACCESS TO RECORDS AND AUDIT LIABILITY. All University books, records, and documents relating to work performed or monies received under this agreement shall be subject to audit at any reasonable time upon the provision of reasonable notice by the Department. These records shall be maintained for a period of three (3) years; provided however, records that fall under the provision of HIPAA shall be maintained for six (6) full years, from the date of final payment, or until all issues related to an audit, litigation or other action are resolved, whichever is longer. All records shall be maintained in accordance with generally accepted accounting principles. In addition to, and in no way in limitation of any obligation in this agreement, the University shall agree that it will be held liable for audit exceptions, and shall return to the Department all payments made under this agreement for which an exception has been taken or which has been disallowed because of such an exception. The University agrees to correct immediately any material weakness or condition reported to the Department in the course of an audit. This provision shall survive termination of this agreement.

B. AMENDMENT. This agreement may be modified only by written amendment, duly executed by both parties. No alteration or variation of the terms and conditions of this agreement shall be valid unless made in writing and signed by the parties hereto. Every amendment shall specify the date on which its provisions shall be effective.

C. ASSIGNMENT. The University agrees not to assign or transfer any interest, rights, or duties under this agreement to any person, firm, or corporation without prior written consent of the Department. In the absence of such written consent, any assignment or attempt to assign shall constitute a breach of this agreement.

D. AVAILABILITY OF FUNDING. Due to possible future reductions in State and/or Federal appropriations, the Department cannot guarantee the continued availability of funding for this agreement notwithstanding the consideration stated above. In the event funds to finance this agreement become unavailable either in full or in part due to such reductions in appropriations, the Department may terminate the agreement or reduce the consideration upon notice in writing to the University. The Department shall be the final authority as to the availability of funds. The effective date of such agreement termination or reduction in consideration shall be specified in the notice as the date of service of said notice or the actual effective date of the funding reduction, whichever is later. Reductions shall not apply to payments made for services satisfactorily completed and all non-cancelable commitments incurred prior to the said effective date. In the event of a reduction in consideration, the University may terminate this agreement as of the effective date of the proposed reduction upon the provision of advance written notice to the Department.

E. BREACH OF AGREEMENT.

1. Should the University breach this agreement, the Department may, at its discretion, exercised in good faith, suspend performance under this agreement immediately upon written notice to the University. Should the Department exercise its right to suspend performance as set forth herein, the University shall be afforded a reasonable opportunity, not to exceed 30 days, to cure or otherwise resolve the breach. If the University does not cure the breach within the timeframe specified by the Department, the Department may terminate the agreement immediately. In the event the Department suspends performance or terminates this agreement, the Department shall pay the University only for such performance as has been properly completed prior to notice of suspension or termination.
2. In the event the Department terminates this agreement, the University shall provide to the Department all work in progress, work completed, and materials provided to it by the Department in connection with this agreement immediately. This provision shall not preclude the pursuit of other remedies for breach of contract allowed by law.
3. The waiver by either party of a breach of this agreement by the other party shall not operate or be construed as a waiver of any subsequent breach. No waiver shall be valid unless in writing and signed by the party.

F. CONFIDENTIALITY. The University agrees that any and all information gathered in the performance of this agreement, either independently or through the Department, shall be held in the strictest confidence and shall be released to no one other than the Department without the prior written authorization of the Department unless otherwise expressly required by law, provided, that contrary agreement provisions set forth herein shall be deemed to be authorized exceptions to this general confidentiality provision. This provision shall survive termination of this agreement.

G. CONFLICTS OF INTEREST. In the performance of this agreement, the University agrees to avoid all conflicts of interest and all appearances of conflicts of interest; the University will notify the Department of any such instances encountered in the course of its work that other arrangements can be made to complete the work. The University further agrees to abide by University of Nebraska Board of Regents Bylaws 3.4.5 and 3.8 and Board of Regents Policy 3.2.8 on Conflict of Interest.

H. COST PRINCIPLES AND AUDIT REQUIREMENTS. The University is to follow the cost principles set forth in OMB Circular A-21 for Educational Institutions. Audit requirements are dependent on the total amount of federal funds received by the University. See the table below and Attachment 1, Audit Requirement Certification form. Audits must be prepared and issued by an independent certified public accountant licensed to practice in the State of Nebraska. A copy of the financial review or audit is to be made electronically available or sent to: Nebraska Department of Health and Human Services, Financial Services, P.O. Box 95026, Lincoln, NE 68509-5026.

Amount of annual federal payments	Audit Type
Less than $500,000	*Audit that meets Government Auditing Standards*
$500,00 or more in federal payments	*A-133 audit*

I. DATA OWNERSHIP AND COPYRIGHT.

1. All data collected as a result of this project shall be the property of the Department. The University may copyright any of the copyrightable material produced in conjunction with the performance required under this agreement. The Department and the appropriate federal funding agency hereby reserve a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use, and to authorize others to use the copyrightable material for State or Federal Government purposes. The University will have the right to submit a written request for release of data of relevance to academic publications or other research conducted by the University, and the Department will make a written response to such request. The term "research" shall mean the investigation, analysis, or review of information, other than aggregate statistical information, which is used for purposes unconnected with this agreement.
2. The Department agrees that all inventions or discoveries of any new and useful process, machine, manufacture or composition of matter, or any new and useful improvement thereof, produced by the University based upon said data shall be the property of the University.
3. When the services performed under this agreement are complete, or the Department has made the information available to the public, the University will no longer be obligated to obtain Departmental authorization, pursuant to subsection 1 of this Data Ownership and Copyright provision, for use of the data developed in conjunction with this agreement. Notwithstanding the foregoing, the University may not release any data or information that has been identified by the Department as being, or that the University is otherwise aware is, subject to provisions governing disclosure under federal or state law, including, but not limited to the Health Insurance Portability and Accountability Act (HIPAA) 42 U.S.C. §§ 201 et seq.; and Neb. Rev. Stat. § 84-712.05 unless the University has prior written authorization from the Department. This provision shall survive termination of this agreement.

J. DEBARMENT, SUSPENSION OR DECLARED INELIGIBLE. The University certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

K. DOCUMENTS INCORPORATED BY REFERENCE. All references in this agreement to laws, rules, regulations, guidelines, directives, policies, and attachments which set forth standards and procedures to be followed by the University in discharging its obligations under this agreement shall be deemed incorporated by reference and made a part of this agreement with the same force

and effect as if set forth in full text, herein.

L. DRUG-FREE WORKPLACE. The University hereby assures the Department that it will operate a drug-free workplace in accordance with State guidelines and has implemented a drug-free workplace policy, which is available to the Department on request.

M. FEDERAL FINANCIAL ASSISTANCE. The University agrees that its performance under this agreement will comply with all applicable provisions of 45 C.F.R. §§ 87.1-87.2. The University further agrees that it shall not use direct federal financial assistance to engage in inherently religious activities, such as worship, religious instruction, and/or proselytization.

N. FORCE MAJEURE. Neither party shall be liable for any costs or damages resulting from its inability to perform any of its obligations under this agreement due to a natural disaster, or other similar event outside the control and not the fault of the affected party ("Force Majeure Event"). A Force Majeure Event shall not constitute a breach of this agreement. The party so affected shall immediately give notice to the other party of the Force Majeure Event. Upon such notice, all obligations of the affected party under this agreement which are reasonably related to the Force Majeure Event shall be suspended, and the affected party shall do everything reasonably necessary to resume performance as soon as possible. Labor disputes with the impacted party's own employees will not be considered a "Force Majeure Event" and will not suspend performance requirements under this agreement.

O. HOLD HARMLESS.
Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law.

P. INDEPENDENT AGENCIES. The University and the Department are separate State agencies within the State of Nebraska. As an independent agency, the University shall employ and direct such personnel as it requires to perform its obligations under this agreement, exercise full authority over its personnel, and comply with all workers' compensation, employer's liability and other federal, state, county, and municipal laws, ordinances, rules and regulations required of an employer providing services as contemplated by this agreement.

Q. INTEGRATION. This written agreement represents the entire agreement between the parties, and any prior or contemporaneous representations, promises, or statements by the parties, that are not incorporated herein, shall not serve to vary or contradict the terms set forth in this agreement.

R. LOBBYING.
1. If the University receives federal funds through the Department, for full or partial payment under this agreement, then no federal appropriated funds will be paid,

by or on behalf of the University, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this agreement or (a) the awarding of any federal agreement; (b) the making of any federal grant; (c) the entering into of any cooperative agreement; and (d) the extension, continuation, renewal, amendment, or modification of any federal agreement, grant, loan, or cooperative agreement.

2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this agreement, the University shall complete and submit Federal Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

S. NEBRASKA TECHNOLOGY ACCESS STANDARDS. The University agrees to ensure compliance with current Nebraska Access Technology Standards. The intent is to ensure that all newly procured information technology equipment; software and services can accommodate individuals with disabilities. Information technology products, systems, and services including data, voice, and video technologies, as well as information dissemination methods will comply with the Nebraska Technology Access Standards. A complete listing of these standards can be found at website http://www.nitc.state.ne.us/standards/accessibility/tacfinal.html.

T. NON-DISCRIMINATION. The parties agree to comply fully with Title VI of the Civil Rights Act of 1964, as amended; the Rehabilitation Act of 1973, Public Law 93-112, as amended; the Americans With Disabilities Act of 1990, Public Law 101-336; and the Nebraska Fair Employment Practice Act, as amended, in that there shall be no discrimination against any employee who is employed in the performance of this agreement, or against any applicant for such employment, because of age, color, national origin, ancestry, race, religion, creed, disability, sex or marital status. This provision shall include, but not be limited to the following: employment, promotion, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training including apprenticeship. The parties agree that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the party. The University further agrees to insert similar provisions in all sub-contracts for services allowed under this agreement under any program or activity.

U. PROMPT PAYMENT. Payment will be made in conjunction with the Prompt Payment Act of the State of Nebraska. The Department may request that payment be made electronically instead of by State warrant.

V. SEVERABILITY. If any term or condition of this agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and conditions shall not be affected, and the rights and obligations

of the parties shall be construed and enforced as if this agreement did not contain the particular provision held to be invalid.

W. SUBCONTRACTORS. The University agrees that subcontractors will not be utilized in the performance of this agreement unless the University has obtained prior written authorization for the use of subcontractors from the Department. If the University subcontracts a portion of the work involved in this agreement and has obtained approval for such subcontracting, it shall ensure that the subcontractor complies with all workers' compensation, employer's liability and other federal, state, county, and municipal laws, ordinances, rules and regulations required of an employer providing services as contemplated by this agreement.

NOTICES. Notices shall be in writing and shall be effective upon receipt. Written notices, including all reports and other written communications required by this agreement shall be sent to the following addresses:

FOR THE DEPARTMENT:

Mary Osborne
DHHS Operations
5900 Walker Ave
Lincoln, NE 68507
402-471-6905
mary.osborne@nebraska.gov

FOR THE UNIVERSITY:

Jeanne Wicks
Director of Sponsored Programs
312 N 14th Street
Lincoln, NE 68588-0430
402-472-1825

IN WITNESS THEREOF, the parties have duly executed this agreement hereto, and each party acknowledges the receipt of a duly executed copy of this agreement with original signatures.

FOR THE DEPARTMENT:

Signature

Todd L. Reckling, Director
Division of Children and Family Services
Department of Health and Human Services
(402) 471-1878

DATE: 09/28/2009

Signature

Kerry T. Winterer
Chief Executive Officer
Department of Health and Human Services
(402) 471-9433

DATE: 9/29/09

FOR THE BOARD OF REGENTS
UNIVERSITY OF NEBRASKA:

Signature

Jeanne Wicks
Director, Office of Sponsored Programs
University of Nebraska-Lincoln
(402) 472-1825

DATE: 10.6.9

Signature

Brian L. Wilcox
Director
Center on Children, Families & the Law
(402) 472-3479

DATE: 9/30/09

Attachment 1

NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES
INSERT PROGRAM NAME
AUDIT REQUIREMENT CERTIFICATION

Subgrantees and certain contractors receiving funds from the Nebraska Department of Health and Human Services are required to complete this document. Reference to the Office of Management and Budget Circular A-133, Audits of States, Local Governments and Non-Profit Organizations, in this document is "Circular A-133".

Grant Name Foster Care - Title IV-E **Grant #**_____ **CFDA* #** 93.658

Program Name, Grant #, and CFDA # need to be filled out by the DHHS program office

*(Catalog of Federal Domestic Assistance)

Name: Sponsored Programs

Address: 312 N. 14th Street

City: Lincoln **State: Nebraska Zip Code:** 68588

Federal Tax Identification Number (FTIN) 47-0491223

University's Fiscal Year July 1 **,20** 09 **to** June 30 **,20** 10

Check either 1 or 2 and complete the signature block on page 2:

1. __ As the University named above, we expect to expend less than $500,000 from all Federal Financial Assistance sources, not just the grant named above, and including commodities in our current fiscal year. Therefore, we are not subject to the audit requirements of Circular A-133.

   We are, however, responsible for engaging a licensed Certified Public Accountant (CPA) to conduct and prepare either, a review (expenditures less than $75,000) or audit report (expenditures $75,000-$499,999) of our organization's financial statements and a report issued by the CPA. We acknowledge the audit must be completed no later than nine months after the end of our organization's current fiscal year. A copy of the report must be submitted to the Nebraska Department of Health and Human Services Finance and Support address as shown below.

2. X As the University named above, we expect to expend $500,000 or more from all Federal Financial Assistance sources, not just the grant named above, and including commodities in our current fiscal year. Therefore we are subject to the single audit requirements of Circular A-133.

   We will engage a licensed Certified Public Accountant to conduct and prepare the audit of our organization's financial statements and components of the single audit pertaining

to those financial statements. We acknowledge the audit must be completed no later than nine months after the end of our current fiscal year.

We further acknowledge, as the University, that a single audit performed in accordance with Circular A-133 must be submitted to the Federal Audit Clearinghouse. The reporting package, as evidence the audit was completed must contain:

- The University's financial statements,
- a schedule of Expenditure of Federal Awards,
- a Summary Schedule of Prior Audit Findings (if applicable),
- a corrective action plan (if applicable) and
- the auditor's report(s) which includes an opinion on this University's financial statements and Schedule of Expenditures of Federal Awards, a report on this University's internal control, a report on this University's compliance and a Schedule of Findings and Questioned Costs.

We further acknowledge the auditor and this University must complete and submit with the reporting package a Data Collection Form for Reporting on Audits of States, Local Governments and Non-Profit Organizations (SF-SAC).

We further acknowledge a copy of this University's financial statements, auditor's report and SF-SAC must be submitted, at the time these documents are submitted to the Federal Audit Clearinghouse, to the:

Nebraska Department of Health and Human Services
Financial Services
Grants and Cost Management
P.O. Box 95026
Lincoln, NE 68509-5026

or the University must notify the Department when the reporting package becomes available and provide the Department with access to an electronic version of its annual audit and financial report. Notification of availability will be sent to the Nebraska Department of Health and Human Services, Financial Services, Grant and Cost Management is a format similar to the following:

The University's latest A-133 Audit is now available for your use at:
http://www.nebraska.edu/news/audit_2006

The University's financial report is available at:
http://www.nebraska.edu/news/CAFR2006.pdf

Jeanne Wicks	Director, Office of Sponsored Programs
Print/Type Name	**Print/Type Title**
Jeanne W	
Signature	
10·6·9	(402) 472·3171
Date	**Telephone Number**

	A	C	D	E	F	G	H	I	J
2	**ATTACHMENT "A"**								
3	**NDHHS/CCFL IV-E BUDGET 2009-2011**								
4	**Budget Worksheet Detail**			HHS SHARE			HHS SHARE	HHS SHARE	UNL SHARE
5	**10/01/2009 TO 9/30/2011**			10/01/09 to			10/01/2010	10/01/09-	10/01/09-
6			FTE	09/30/2010			09/30/2011	**09/30/11**	**09/30/11**
7	**Personnel**		**27.66**			**27.66**			
8									
9	Cooper		1.00			1.00			
10	Johnson		1.00			1.00			
11	Jones		0.25			0.25			
12	Lott		1.00			1.00			
13	Olson		0.86			0.86			
14	Poppe		1.00			1.00			
15	Paul		1.00			1.00			
16	Rice		0.20			0.20			
17	Saathoff		1.00			1.00			
18	Sterns		0.75			0.75			
19	Walters		1.00			1.00			
20	Wilcox		0.22			0.22			
21	Wilcox/admin stipd								
22	Wright		0.80			0.80			
23	**Faculty and Professional Staff**		**10.08**	**$675,075**			**688,576**	1,363,651	
24									
25	Paxton								
26	**On Call As Required**			48,000			48,000	96,000	
27									
28	Egge, S.		1.00			1.00			
29	Graham		1.00			1.00			
30	Gressley		1.00			1.00			
31	Kahland		1.00			1.00			
32	Knox		1.00			1.00			
33	Sombke		1.00			1.00			
34	Starke		1.00			1.00			
35	L. Lewis		1.00			1.00			
36	Angie Pick		1.00			1.00			
37	C. Yoder		1.00			1.00			
38	Becky Jones		0.75			0.75			
39	TBH		1.00			1.00			
40	**Field Training & Training Specialists**		11.75	449,932		11.75	460,608	910,540	
41									
42	Wentz		1.00			1.00			
43	Oehm		1.00			1.00			
44	Donnelson		0.75			0.75			
45	Mitch Larsen		0.50			0.50			
46	Wiklund		1.00			1.00			
47	**Support**		4.25	153,457		4.25	156,527	309,984	
48									
49	Grad. Rsrch Asst. (Williams)		0.49			0.49			
50	Grad. Rsrch Asst. (Jarrett)		0.49			0.49			
51	**Student Assistants**		**0.98**	**31,270**		**0.98**	**31,896**	63,166	
52									
53	**Fringe**	**0.28**		**$379,647**			**$383,070**	**$762,717**	
54									
55	**Sub-Total Personnel**			**1,737,381**			**1,768,677**	3,506,058	

	A	C	D	E	F	G	H	I	J
56	**ATTACHMENT "A" - PAGE 2**								
57									
58	Printing/copying			10,000			10,000		25,000
59	Contractors and Consultant Services			98,000			98,000		51,000
60	Phone & Internet			22,750			22,750		12,000
61	Postage			5,400			5,400		2,000
62	Distance Learning			3,000			3,000		20,000
63	Rent			121,425			130,640		50,000
64				0					
65	Field Training Operating			14,625			14,625		15,000
66									
67	**Operating Expenses**			**275,200**			**284,415**	**559,615**	**175,000**
68									
69	Office Supplies/Equipment			7,440			7,440		82,000
70	Materials/Instructional								15,000
71	Field Training Supplies								2,000
72	**Supplies**			**7,440**			**7,440**	**14,880**	**99,000**
73									
74									
75	Faculty/Staff			18,830			18,830		40,000
76	Field Trainers			57,125			57,125		20,000
77	**Travel**			**75,955**			**75,955**	**151,910**	**60,000**
78									
79									
80	**Total Direct**			**2,095,976**			**2,136,487**	**4,232,463**	**334,000**
81	**Modified Indirect**			1,976,801			2,008,097	3,984,898	284,000
82	**Indirect charges (off campus)**	**(Rate**	**26.0%**	**513,968**			**522,105**	**1,036,073**	**73,840**
83	**UNL Faculty Contribution - Direct & Indirect**								**1,348,339**
84									
85									
86	**Total**			**2,609,944**			**2,658,592**	**5,268,536**	**1,756,179**
87			HHS Share Year 09/10				HHS Share 10/11	HHS Share of Total Project Costs	UNL Share of Project Costs
88									
89									
90	HHS Share of Total Project Cost								5,268,536
91	UNL Share of Total Project Cost								1,756,179
92									
93	Total Required Budget								**7,024,715**

Child Welfare & Juvenile Services New Worker Training

for New Child & Family Services Specialists

TRAINING OVERVIEW

July 1, 2009 to June 30, 2010

Working Together to Prepare Child & Family Services Specialists

Nebraska Department of Health & Human Services
Division of Children & Family Services
Child Welfare & Juvenile Services New Worker Training

Training overview

July 1, 2009 to June 30, 2010

Developed By:
UNL-Center on Children, Families, and the Law
for
Nebraska Department of Health and Human Services
Division of Children & Family Services

Input was gathered from:
DHHS Human Resources & Development (HRD) Staff & Trainers
CCFL Staff, Trainers, & Field Training Specialists

6/18/09

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CHILD WELFARE & JUVENILE SERVICES TRAINING

Child Welfare and Juvenile Services Training for all Child and Family Services (CFS) Specialists in Nebraska is now provided via a specialized model that includes two phases, pre-service and required in-services. The training is administered as a joint project between the Human Resources and Development unit of the Nebraska Department of Health and Human Services and the University of Nebraska-Lincoln, Center on Children, Families, and the Law.

The Goal and Focus of the Training

The goal of Child Welfare and Juvenile Services (CW & JS) Training is to prepare Nebraska's Child and Family Services (CFS) Specialists to intervene as authorized to provide safety for Nebraska's children, families, and communities and to consistently move the children in the state's care toward permanency and well-being.

This model for training newly hired CFS Specialists places a strong focus on:

- adherence to the principles and procedures of the Nebraska Safety Intervention System (NSIS) for keeping children and families safe
- implementation of Family Centered Practice (FCP) principles to ensure the inclusion of children and families in the decision-making processes that impact their lives
- achieving the key outcomes of safety, permanency and well-being for every child and family
- helping each CFS Specialist develop the knowledge, skills, and abilities that are needed to successfully carry out his/her job

Key features of the training include:

- a close collaboration between DHHS and CCFL
- utilization of adult learning principles and an emphasis on active learning
- a training curriculum built on three logical and interconnected courses of study (children, youth, and families; case management foundations and process; and working within the legal system)
- a positive learning environment supported by regular communication among trainers, trainees, supervisors, and Field Training Specialists (FTSs)
- delivery of on-site training at a variety of locations throughout the state on a regular basis, making the training more family-friendly for the trainees
- quality field-training experiences supported by a Field Training Specialist (FTS)
- timely provision of accurate feedback to the assigned supervisor
- maintenance of a university-sponsored website that holds the training curriculum and that supports training delivery (e.g., intra-group e-mail)

CHILD WELFARE & JUVENILE SERVICES TRAINING

The Design of the Training Model

← First Year of Employment →

Home-Office Orientation Period	Core (required)	Specialized (assigned as needed)	In-Services (required)
Includes first Triangle (▲) Meeting*	Initial Safety Intervention (24 days) • Complete before assignment to any case • Complete within 7 weeks • Followed by 1 week of field practice	Intake (1 day) Ongoing Safety Intervention (15 days) Juvenile Services Officer** (7 days) Adoption** (3 days)	Working within the Legal System (2 days) Children, Youth, and Families (4 days) • Requires case-load coverage • Complete within first year of employment

*▲ meeting indicates a planning session that involves the trainee, the trainee's supervisor, and the Field Training Specialist (FTS)
**Specialized Ongoing Safety Intervention Training is a prerequisite for these trainings

Main Components

The training model can be depicted as follows:

Home-Office Orientation Period

Occurring just prior to the formal classroom training, the Home-Office Orientation Period provides new trainees with an opportunity to become familiar with their local offices. Activities that may occur during this period of time include: becoming acquainted with local office personnel and protocol, completing assignments required by Human Resources, scheduling/attending the first Triangle Meeting*, shadowing and observing CFS Specialists, and completing initial field activities outlined in the Field Training Resource book. The supervisor determines the exact number of days in this period for any new trainee. Experience suggests there are substantial benefits to new workers who are afforded at least one week to orient themselves to their work environment prior to beginning training.

PHASE ONE: Pre-Service (Core Plus Specialized) Training

Structured training follows the Home-Office Orientation Period and the first Triangle Meeting. The Pre-service Training includes Core training and can include various specialized training tracks depending upon the trainee's anticipated job assignment.

Core training prepares a trainee to become a CFS Specialist who can take responsibility for initial safety intervention cases. Included in this training is the initial safety intervention portion of the Nebraska Safety Intervention System (NSIS) curriculum. Core includes 18 units that are covered in 24 training days. Trainees learn through classroom, lab, and field experiences. Core is scheduled for completion within approximately seven weeks and is followed by one week of supervised shadowing, observation, and practice working with families. This portion of training is required for all trainees regardless of anticipated specialization. Trainees who will be assigned to initial safety intervention job duties can be promoted to CFS Specialist on probation after completing Core training plus one week of field experiences.

Specialized Intake training prepares a trainee to become a CFS Specialist who can take responsibility for intake cases. It is a one-day training that includes both classroom and practice in the computer lab. The complete training "track" includes Core training, one week of field experiences, and the one-day Specialized Intake unit. Trainees who will be assigned intake job duties can be promoted to CFS Specialist on probation after completing these trainings.

Specialized Ongoing Safety Intervention training prepares a trainee to become a CFS Specialist who can take responsibility for ongoing safety intervention cases. The ongoing safety intervention portion of the NSIS curriculum is included in this training. This specialization includes nine units that require a total 15 classroom and lab training days. It is scheduled for completion within approximately four weeks following Core training. The complete training track includes Core, one week of field experiences, plus the 15 days of Specialized Ongoing Safety Intervention training. Trainees who will be assigned ongoing case management job duties can be promoted to CFS Specialist on probation after completing these trainings.

Specialized Juvenile Service Officer training prepares a trainee to become a CFS Specialist who can take responsibility for supervising committed juvenile offenders. In this training, case management procedures (including use of the Youth Level of Service/Case Management Inventory [YLS/CMI]) are taught. The training covers a total of seven classroom and field days. It is scheduled for completion within approximately two weeks of the conclusion of Specialized Ongoing Safety Intervention. In this track, trainees who will be assigned JSO job duties can be promoted to CFS Specialist on probation after completing Core training, a week of field experiences, the 15-day Specialized Ongoing Safety Intervention training, and the seven days of Specialized Juvenile Service Officer training.

Specialized Adoption training prepares a trainee to become a CFS Specialist who can take responsibility for adoption cases. It is a three-day classroom training that is scheduled for completion within one week of the conclusion of Specialized Juvenile Service Officer training. In this track, trainees who will be assigned adoption duties can be promoted to CFS Specialist on probation after completing Core training, one week of field experiences, Specialized Ongoing Safety Intervention training, and the three-day Specialized Adoption sequence.

Promotion to CFS Specialist Status

If a trainee is required to complete all specialized trainings, he or she could remain in Pre-Service Training for up to 16 weeks. When each trainee is promoted from CFS Specialist Trainee to CFS Specialist, he or she remains on probationary status—generally for one year from the original date of hire. The worker is gradually assigned families for whom case management responsibilities must be assumed. Department administrators recommend that new CFS Specialists begin with no more than eight families and gradually receive a full caseload by the 12th month from the date of hire.

CFS Specialists who begin working in a particular job specialization and then are re-assigned to different job duties for which they did not initially receive the appropriate specialized training must return to the specialized training required for their new job assignment. The Department recommends that such re-assigned CFS Specialists be relieved of their current caseload responsibilities as much as possible during the time they are attending additional training.

PHASE TWO: Required In-Services Training

Required In-Service Training includes topics identified as needed by all CFS Specialists after receiving case management responsibilities. The units include legal topics that address testifying and legal case management responsibilities as well as topics on disability and special education, supporting child and youth development , mental and physical health, and referral to services and resources for safety, permanency, and well-being. The 10 in-service units include classroom and field training and require 6 days for completion. This training must be scheduled within the first year of employment. The Department recommends that new CFS Specialists have coverage for their caseloads while they are required to be in training.

Number of Training Days by Specialization

This chart summarizes the number of classroom and lab days required for completion of training for each specialization. The actual number of weeks allotted on the training calendar is longer to allow for field training activities, shadowing and observation, trainees' travel time, and sometimes due to constraints on the availability of training resources (e.g., computer labs).

CFS Specialist's Specialization	Required Core Training Days	Additional Specialized Training Days	Total Days before Promotion to CFS Specialist	Required In-Service Training Days	Total Training In Days	Total Training Weeks on the Training Calendar
Initial Safety Intervention	24		24	+6	30	8
Intake	24	+1	25	+6	31	8
Ongoing Safety Intervention	24	+15	39	+6	45	13
Juvenile Services Officer	24	+22*	46	+6	52	15
Adoption	24	+18*	42	+6	48	14-16

*Specialized Ongoing Safety Intervention Training is a prerequisite for these specializations

Partnership Between Training Staff and CFS Supervisors

Training Staff

Training is supported by a multidisciplinary team of 29 individuals. The DHHS training team includes three Training Specialists and a Resource Coordinator who oversees the Child Welfare and Juvenile Services Training. The DHHS training team partners with the training staff from the Center on Children, Families, and the Law (CCFL) at the University of Nebraska-Lincoln. The CCFL staff of 25 includes expert trainers, eight Field Training Specialists (FTSs), and support staff who have expertise in curriculum development, training coordination, competency assessment, and training evaluation. Over the past twelve years, the combined training team has attended and attained certification as trainers for a large number of Department-initiated or mandated procedures, including the Nebraska Family On-Line Client User System (N-FOCUS), Family-Centered Practice (FCP), the Nebraska Safety Intervention System (NSIS), the Youth Level of Service/Case Management Inventory (YLS/CMI), and the Mandt System ®. The staff also has acquired an advanced level of knowledge not only about the Department's vision, mission statements, policies and procedures, but also about how to operationalize these guidelines in the daily work of the CFS Specialist.

A significant number of the training staff members have previously worked for the Nebraska Department of Health and Human Services in roles such as Protection and Safety Worker, Protection and Safety Supervisor, Juvenile Service Officer, Central Office Program Specialist, and Integrated Care Coordinator. The remainder of staff have extensive backgrounds working in the child welfare and juvenile justice systems as pediatricians, lawyers, psychologists, sociologists, educators, corrections officials, curriculum developers, industrial-organization psychologists, and program evaluators.

Field Training Specialists (FTS)

There are eight Field Training Specialists (FTSs) who provide individualized field-based contact with trainees. They are located throughout the state; at least one FTS is assigned to every service area.

The FTSs are training facilitators assigned to work with trainees as they move through training and become CFS Specialists. FTSs are in a unique position to observe trainee performance not only in the classrooms and labs but also in the field. Their job is to work very closely with the trainees and their supervisors to support optimal transfer of learning from the classroom setting to actual practice in the field.

FTSs work with and support their assigned trainees as they complete all required training and prepare to take on full responsibility for family case management. The FTSs coordinate Triangle Meetings with the supervisors and trainees throughout training. They assist the trainees with learning to document on N-FOCUS in both labs and in the field, attend family interviews, and facilitate completion of field training tasks (especially those identified in the Field Training Resource Book). During training, FTSs are available in the local offices to support trainees and report feedback to the supervisors on the trainees' progress. The FTSs track training received by trainees and then follow up to ensure completion of training requirements within one year from the date of hire. The FTSs meet with the supervisors and trainees on a scheduled basis to review the trainees' progress and, if needed, are available to provide additional clarifying information to the supervisors as they complete the Competency Development Tool (CDT).

CFS Supervisors

The role of the supervisor in training is service area specific. Some service areas have designated "training supervisors" assigned to work with trainees while other areas have team supervisors that manage both trainees and CFS Specialists. In either situation, the supervisor works with the trainees and his or her assigned FTS to ensure that the trainee is prepared to effectively work with families and manage cases. This requires very close supervision of the trainees during the pre-service training. Areas overseen by supervisors include: scheduling field learning activities for the trainees to coincide with the classroom learning, shadowing and observation opportunities for trainees when they are not scheduled to be in class or lab, and attending court hearings, family visits, and other meetings with the trainees/new CFS Specialists.

The Courses of Study

There are three courses of study that form the framework of the training. Within each course of study there are multiple units, each of which focuses on a specific topic or cluster of topics. The content in these courses of study was developed to help the trainees acquire the set of knowledge, skills, and abilities (KSAs) that have been determined to be necessary for successful CFS Specialist job performance. The courses of study are addressed throughout the phases of training. Throughout the training, subject matter progresses from elementary to complex and from general principles to application. The three courses of study are as follows:

- *Children, Youth, and Families*
- *Case Management (*including *Case Management Foundations* and *Case Management Process)*
- *Working within the Legal System*

Introduction to Child Welfare & Juvenile Services

Trainees receive an overview of the training model and an introduction to the primary courses of study. During the introduction, trainees learn that: 1) family/person centered practice is the foundation for performing child welfare and juvenile services work, 2) safety, permanency, and well-being are the primary outcomes to be achieved in child welfare and juvenile services work, and 3) child welfare and juvenile services work should be performed not only in a family/person centered way, but also legally, confidentially, collaboratively, safely, professionally, and in a timely fashion. The fundamentals of each of these topics are covered, in preparation for later training that addresses the specific applications of these principles to each aspect of the case management process.

Course of Study One: *Children, Youth, and Families* (*CYF*)

The *CYF* units provide information about the children, youth, and families who are served by the Department. *CYF* information is generally independent of any particular aspect of the work and consists of background information relevant to all parts of the work, including:

- characteristics of the children, youth, and families served by the Department and the common problems and special needs they face
- background information about family dynamics and normal child and adolescent development
- resources available to serve the needs of children, youth, and families in Nebraska, including special education and mental and physical health interventions
- the cultural and societal context influencing children, youth, and families

Course of Study Two: Case Management – *Case Management Foundations (CMF)* and Case Management Process (*CMP*)

The *CMF* units focus on teaching foundational skills that form the basis of all case management interactions, including: 1) implementing Family/Person Centered Practice, 2) interviewing children and families, 3) gathering and corroborating information, 4) documenting case activities and decisions, and 5) maintaining worker safety.

The *CMP* units focus on mastery of the skills needed to fulfill specific responsibilities associated with case management, especially the implementation of the Nebraska Safety Intervention System. There are a large number of *CMP* units, due to the complexity of the case management process and the correspondingly broad scope of required knowledge and skills. Trainees learn about initial and ongoing safety intervention; arranging services and resources for safety, permanency, and well-being; monitoring progress; and case closure.

Course of Study Three: *Working within the Legal System* (*WLS*)

The *WLS* units address what the CFS Specialist needs to know about the Nebraska juvenile court system and the requirements of state and federal law in order to do the work. It deals with how the CFS Specialist must proceed within the court system to accomplish the goals of the case plan for each family. The units help the trainee to translate and adapt basic case management skills into the skills necessary to work successfully within the court system (e.g., assessment, testifying, and writing for the court). *WLS* units also provide a framework for understanding the CFS Specialist's role from a legal perspective and how to perform that role in compliance with law and policy.

Training Delivery

Each trainee progresses through a standardized sequence of units, consisting of classroom, lab, and field training. To accommodate training situations in which on-site, face-to-face interaction is impractical or impossible, classes are sometimes offered via distance learning (e.g., via webinar or video-conference).

Classroom Training

The purpose of classroom training is to help trainees acquire new job-related knowledge and skills in a group setting, facilitated by a trainer. Training days typically are six hours per day, allowing two hours per day for trainees to attend to home office business or travel as needed. Representative types of classroom training include:

- presentation of information through lecture or video
- activities and exercises
- question and answer sessions
- group discussions

Lab Training

The purpose of lab training activities is to allow trainees to develop skills and demonstrate competence in applied work using hypothetical cases prior to progressing to case management activities with families. In comparison with classroom training, lab training generally has a stronger focus on practicing and refining specific job-related skills. This entails a great deal of one-on-one support and feedback from the facilitators of the training. Representative lab training activities include:

- conducting mock interviews
- entering information on the Department's computer system (N-FOCUS/CWIS)
- facilitating a mock team meeting
- testifying before a mock court

Activities like these typically require significant planning and preparation on the part of the trainer (e.g., creating a simulated environment, setting up video equipment). Typically, they are best conducted in a small group situation and almost always require the direct facilitation of a trainer or Field Training Specialist.

Field Training

Field training allows trainees to continue their job preparation through facilitated learning activities outside of the classroom and lab. Field training activities typically occur in the community, in settings such as the trainee's local office, the home of a family receiving services, or a facility run by a provider. Some field activities are assigned to a specific day on the training calendar and serve to prepare the trainees for upcoming classroom training or to reinforce concepts recently learned in classroom training. Representative field training activities of this type include:

- observing other workers or work processes (e.g., shadowing a worker, touring a facility)
- reading and reviewing information from actual case files or the Department's computer system
- working through hypothetical case scenarios
- completing activity sheets related to training or case management activities
- reading Policy

Many such activities can be done on an individual basis and often do not require the presence or direct facilitation of a trainer or FTS.

The Field Training Resource Book lists field activities that are not assigned to a specific day on the training calendar but rather can be flexibly scheduled in coordination with the trainee's assigned Field Training Specialist. The book includes over 200 "essential" and "suggested" tasks. The FTS may accompany the trainee in the field to observe performance or the trainee may independently perform case-related tasks as directed by the supervisor. Trainees typically contact their FTS after these activities to discuss their experiences, link these experiences to principles presented in classroom or lab training, and to receive feedback.

Triangle Meetings

Triangle Meetings are periodic planning sessions throughout training that include the individual trainee, the trainee's supervisor, and the assigned FTS. The meetings are held to ensure that:

- each trainee derives the maximum possible benefit from training
- each supervisor has all the training information needed to successfully direct and manage the trainee
- each trainee is optimally prepared to assume his/her job responsibilities
- there is a successful transfer of learning from the training program to the job

In general, activities during the meetings include: clarifying the responsibilities and expectations for each person (trainee, supervisor, and FTS); planning and coordinating all training activities; and reviewing the trainee's behavior, attitude, and performance during training. Triangle Meetings may occur as often as needed but are **required** at the following times: prior to training, at the end of Core or specialized training, during the 5th month from date-of-hire, during the 7th month from date-of-hire, and during the 11th month from date-of-hire.

Other Features of the Training Model

Web-Based training-related services

The University of Nebraska-Lincoln maintains an on-line course management system known as Blackboard. The Blackboard system provides computer-based access to curriculum materials and facilitates training-related activities. Child Welfare and Juvenile Services Training makes use of Blackboard to enhance the learning experience of each trainee. Each trainee is provided access to Blackboard via an individualized login procedure. Trainees can review the full training curriculum as well as information about the trainers, training sites, and training schedules. Blackboard also allows the trainees to send training-related e-mail and submit assignments.

Some units of training (particularly classroom units) lend themselves to a webinar format; this format can be used when trainees are located across the state and the training is appropriate in both content and length.

Training Schedule

A new Child Welfare and Juvenile Services Training "cycle" begins every month. This means that each month a new group of recently hired trainees will begin training somewhere in the state. Because the duration of training is one year, there are up to twelve active training groups at any given time.

Since 2000, training has been delivered at multiple sites across the state. Each training has typically taken place at whatever site represented the geographic "center" of the group of newly hired trainees. At the current time, successive training groups are scheduled to rotate through Omaha, Lincoln, and an "out-state" site every three months. This rotation was designed to provide an optimal degree of advance notice for the service areas as to when and where the next training groups would be starting.

Scheduling for any particular training group can be impacted by various factors. These include holidays, adverse weather events, limited availability of training rooms and/or training equipment (e.g., computer labs), and in some cases, time needed for trainees to travel to the selected training site.

Missed Training

Trainees and new specialists occasionally are absent from training for a variety of reasons, ranging from personal or family illness to important life events (e.g., weddings). When such absences are unavoidable, the trainer, FTS, and the supervisor develop a plan for making up the missed training. If the amount of time missed is relatively small, the trainer may elect to meet with the trainee one-on-one. If the amount of time missed is significant, the trainee may be asked to join a later training group. In general it is very difficult to help a trainee/ new specialist catch up since the typical training calendar is sequenced and tightly scheduled.

Types of Evaluation

An important part of ensuring effective training is training evaluation. The goals of the Child Welfare and Juvenile Services Training evaluation system are to collect information to: a) provide to supervisors, trainees, and trainers about individual trainee performance, including strengths and areas for improvement, and b) inform decisions about the future use of various instructional activities and their delivery. The training evaluation system includes these components:

Evaluation of Training by Trainees and Supervisors

Trainees will be asked to routinely provide ratings and brief written feedback about the content and delivery of class and lab training. Supervisors should advise trainees that although their feedback is anonymous, it should nonetheless be constructive and professional in nature. Trainees should treat this as an opportunity to practice giving honest, valuable advice to others. If trainees have concerns that need to be addressed immediately, they should talk with the trainer during a break. Results of the evaluations are summarized on a daily basis and disseminated to the assigned trainer(s), training curriculum and evaluation staff, and DHHS and CCFL training coordinators. Any concerns raised in the evaluations about the trainer, training, or training group are discussed as soon as possible and remedied as needed.

Both trainees and supervisors will be asked to provide ratings and written feedback about their overall perceptions of the training model by completing an online post-training survey. The survey includes questions regarding training content and duration, Blackboard, classroom trainers, FTSs, field learning, scheduling, distance learning, feedback, case assignments, Triangle Meetings, supervision, coworkers, preparedness of trainees, and overall training quality. Trainees complete the survey 1) approximately two months after the end of their specialized pre-service phase (or at the end of Core if only taking Core), 2) at the end of the in-service phase, and 3) six months post-training. Supervisors complete a post-training survey 1) approximately two months after all trainees in a group have completed the core and specialized phase and 2) when all trainees in a group have completed the in-service phase. Results of the survey are summarized periodically throughout the year and are used to inform training model decisions.

Evaluation of Trainee Attitude, Behavior, Knowledge, and Skills

Trainees will be evaluated on a variety of attitudes and behaviors during classroom and lab training. Nine dimensions are rated: alertness, attitude, participation, communication, respectfulness, open-mindedness/ acceptance of feedback, sensitivity to race/culture/ gender/religion, preparedness, and punctuality. In addition, trainees will also complete regular knowledge and skills assessments. Trainees should expect to take written tests and to engage in scored activities and exercises in class, lab, and field training. FTSs will provide supervisors and trainees with reports that summarize each trainee's performance in these areas. When there are immediate concerns regarding trainee conduct or performance, the assigned FTS will notify the supervisor as soon as possible to discuss remedies.

Evaluation of Trainee Job Performance

Trainees and CFS Specialists on probation are assessed using the Competency Development Tool (CDT). The CDT is a performance evaluation and probationary planning instrument that assesses 1) a sample of CFS Specialist job tasks representing 17 different performance dimensions and 2) a set of important employee behaviors, called *pro-social behaviors*. The CDT also includes a supervisor's self-assessment section, to evaluate supervisory participation in the new employee's development, and a goal-setting section, to encourage the specialist and supervisor to jointly develop action plans for performance improvement when employee performance does not meet minimum standards. Supervisors will complete the CDT four

times: 1) at the end of specialized training (or at the end of Core if only taking Core), 2) six months after hire, 3) eight months after hire, and 4) 11 months after hire. Because specialists will not have performed case management at the time of the first CDT, only the pro-social behaviors and goal-setting sections will be completed for the first CDT.

The decision to promote a CFS Specialist Trainee to a CFS Specialist on probation and to promote a CFS Specialist on probation to permanent status is based in part upon the CDT findings. Once specialists have been promoted to permanent status, their performance will be evaluated in a different manner, using the standards included in the agency Performance Evaluation Process.

Within six weeks of hire, a supervisor should meet with trainees to inform them of the agency's performance expectations, which includes reviewing and signing off on the CDT and the agency Performance Evaluation Process measures. For copies of the current versions of both tools or to learn more about the performance evaluation process, refer to the HHS website at http://www.hhs.state.ne.us/hur/PandS_PerfEval.htm.

CHILD WELFARE & JUVENILE SERVICES TRAINING

Phase One - Pre-Service Training

CORE

INITIAL SAFETY INTERVENTION

- Introduction to Child Welfare and Juvenile Services
- Family/Person Centered Practice
- Referral to Services/ Resources for Safety, Permanency, and Well-being 1
- Electronic and Paper Records
- Maltreatment 1
- Maltreatment 2
- Interviewing / Interviewing Children
- Worker Safety and the Mandt System
- Initial Safety Intervention
- Initial Safety Intervention: Practice 1
- Initial Safety Intervention: Practice 1 Feedback
- N-FOCUS 1
- Initial Safety Intervention: Shadowing in the Field
- Initial Safety Intervention: Practice 2
- Gathering and Corroborating Information
- N-FOCUS 2
- Nebraska Juvenile Court Process 1
- Testifying in an Adjudication Hearing
- Referral to Services/ Resources for Safety, Permanency, and Well-being 2

Following completion of Core, CFS Specialists on probation can be assigned up to 8 initial assessment cases, with a gradual increase to a full caseload by the 12th month of employment.

SPECIALIZED

INTAKE

- Specialized Intake

ONGOING SAFETY INTERVENTION

- Ongoing Safety Intervention
- Family/Person Centered Practice - Family Team Meeting
- Court Report Components
- N-FOCUS 2
- Ongoing Safety Intervention: Practice
- Developing and Advocating for the Case Plan/Court Report and Visitation Plan
- Testifying in a Disposition, Review, and Permanency Hearing
- Case Closure
- N-FOCUS 3

JUVENILE SERVICES OFFICER

- JSO-Specialized 1
- JSO-Specialized 2
- JSO-Specialized 3

ADOPTION

- Specialized Adoption

Following completion of Pre-Service Training, the CFS Specialists on probation can be assigned up to 8 cases related to their specialization, with a gradual increase to a full caseload by the 12th month of employment.

Phase Two

REQUIRED IN-SERVICES

- Legal Case Management Responsibilities
- Disability and Special Education 1
- Disability and Special Education 2
- Supporting Development 1
- Supporting Development 2
- Mental and Physical Health 1
- Mental and Physical Health 2
- Referral to Services/ Resources for Safety, Permanency, and Well-being 3

Following completion of Pre-Service Training, Required In-Services Training, and all *Field Training Resource Book* essential tasks, CFS Specialists have met all CW & JS training requirements.

CORE - Initial Safety Intervention Units (24 Days)

Coding	Unit Topic & Description	Learning Objectives
INTRO 01C **Classroom** 1.5 days	**Introduction to Child Welfare and Juvenile Services** Trainees receive an overview of the training model and an introduction to the primary courses of study, which collectively address working with and understanding children, youth, and families; case management and supervision; and the process of preparing for and participating in judicial determinations. Trainees learn that: 1) family/person centered practice is the foundation for performing child welfare and juvenile services work, 2) safety, permanency, and well-being are the primary outcomes in child welfare and juvenile services work, and 3) child welfare and juvenile services work should be performed not only in a family/ person centered way, but also legally, in a timely fashion, confidentially, collaboratively, safely, and professionally. The fundamentals of each of these topics are covered, in preparation for later training that addresses the specific applications of these principles to each aspect of the case management process.	Trainees will: 1. be aware of the identified outcomes; needs; strategies; crisis, safety, and transition plans; and logistics and evaluation steps for training. 2. be aware of the emotional reactions that are elicited when seeing maltreated children. 3. know the 12 main populations of children and families served by DHHS as defined by policy. 4. be aware of the importance, challenges, and consequences associated with family centered practice, interviewing skillfully, gathering and corroborating information, documenting the work, and working safely. 5. know the phases of the case management process, including their basic purpose and sequence. 6. know the basic differences in the case management process for child abuse/ neglect, status offense, and juvenile offense cases. 7. know the common steps in the juvenile court process, including their basic purpose and sequence. 8. know the family centered practice values, beliefs, and principles and how they are applied to child welfare and juvenile services work. 9. be aware of the steps of the family/ person centered practice planning process. 10. know the mission, vision, and goals of Child Welfare and Juvenile Services. (continued)

CORE - Initial Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
INTRO 01C: **Classroom** 1.5 days	**Introduction to Child Welfare and Juvenile Services** Trainees receive an overview of the training model and an introduction to the primary courses of study, which collectively address working with and understanding children, youth, and families; case management and supervision; and the process of preparing for and participating in judicial determinations. Trainees learn that: 1) family/person centered practice is the foundation for performing child welfare and juvenile services work, 2) safety, permanency, and well-being are the primary outcomes in child welfare and juvenile services work, and 3) child welfare and juvenile services work should be performed not only in a family/ person centered way, but also legally, in a timely fashion, confidentially, collaboratively, safely, and professionally. The fundamentals of each of these topics are covered, in preparation for later training that addresses the specific applications of these principles to each aspect of the case management process.	(continued) 11. know what the outcomes of safety, permanency, and well-being are and how they are measured. 12. know the written rules and guidelines (statute, policy, memo, and guidebook) for performing child welfare and juvenile services work, including where to find them and how they should be used. 13. be aware of the role and authority of a Child and Family Services (CFS) Specialist and the importance of protecting the legal rights of families. 14. be aware of the consequences of not abiding by statute and policy. 15. know that the constitutional doctrine of due process requires Child Welfare and Juvenile Services intervention to be time limited. 16. know that statutes and policy implement these requirements in the form of required time frames for court processes and child welfare and juvenile services work. 17. be aware of time management tips that facilitate meeting deadlines. 18. be aware of the different formal and informal partners involved in child protection and the roles and responsibilities of these partners. 19. be aware of the primary types of teams of which CFS Specialists are members and the different roles they will have on different teams. 20. know what to do before, during, and after supervisory case consultation. 21. know where to find the statute and policy that prohibits disclosure of confidential information. 22. be aware of the process to follow when deciding whether information is confidential and whether to disclose confidential information. 23. know the different types of threats to specialists' safety and that the primary strategies for enhancing specialists' safety are preventing, recognizing, and responding to safety threats. 24. be aware of professional and ethical guidelines for CFS Specialists, including the importance of accountability.

CORE - Initial Safety Intervention Units

Coding	Unit Topic & Description	Learning Objectives
CMF 01C-FCP **Classroom** 1 day	**Family/Person Centered Practice** Trainees acquire knowledge and skills related to applying the steps of the family/person centered practice process to case management and supervision. Topics include strength assessment; genograms, ecomaps, and timelines; identification of formal and informal resources; engaging families; and safety concerns. Trainees are introduced to Family Team Meetings and the concepts of outcomes, needs, and strategies. Trainees develop prospective work teams and identify formal and informal resources needed to be prepared to work effectively with families.	Trainees will: 1. be aware of the 12 values, beliefs, and principles of family centered practice. 2. know how to treat families with respect and dignity. 3. be able to exhibit social skills that support family centered practice. 4. be able to develop and maintain a professional working relationship with families based on strengths. 5. understand how to engage families to enhance decision making. 6. be able to identify potential resource people and team members that could support the family team. 7. know the purpose of genograms and ecomaps, how to construct them, and the policy mandates regarding when to begin and update them. 8. become familiar with the concepts of outcomes, needs, and strategies.
CMP 01C **Classroom** 1.5 days	**Referral to Services/ Resources for Safety, Permanency, and Well-being 1** Trainees return to the concepts of formal and informal services/resources and learn about the array of services available to children and families. Trainees also learn about referrals to services/resources designed to preserve, strengthen, and support reunification of the family. This includes placement and permanency planning emphasizing kinship care as a resource for children involved with the child welfare system, IV-E services are they relate to out-of-home placement of children, Interstate Compact for the Placement of Children (ICPC), and Interstate Compact for Juveniles (ICJ). Trainees develop skills in identifying appropriate services and review service referrals and authorizations.	Trainees will: 1. know the array of services available to families. 2. know the guaranteed services available to individuals and families. 3. know about placement services. 4. recognize the importance of locating the most permanent, family-like setting that meets the child's needs. 5. recognize their responsibility to demonstrate reasonable efforts. Trainees will understand that: 6. ongoing assessment and services will be approached in the least intrusive manner possible. 7. priority will be given to providing reasonable opportunities for parents to keep their families intact by utilizing all appropriate services available. 8. families and children will receive appropriate services to address the presenting problem, assess presenting safety concerns, reduce risk of maltreatment or delinquency, and provide opportunities for families and children to work toward self-sufficiency. 9. the work at this phase will occur through a team effort on the part of the Department, the community, and family. (continued)

CORE - Initial Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
CMP 01C **Classroom** 0.5 days	**Referral to Services/ Resources for Safety, Permanency, and Well-being 1** Trainees learn about referrals to services/ resources designed to preserve, strengthen, and support reunification of the family. This includes permanency planning using kinship care as a resource for children involved with the child welfare system. They return to the concepts of formal and informal services/resources and learn about the array of services available to children and families. They develop skills in identifying appropriate services and writing service referrals and authorizations. IV-E services are reviewed as they relate to out-of-home placement of children.	(continued) 10. select, provide, and coordinate appropriate services/resources (formal or informal), using community-based services whenever possible. 11. make placement decisions based on the best interest of the child, least-restrictive setting, and closest proximity to family or community. 12. complete Service Referrals, Service Authorizations and placement documentation on N-FOCUS. 13. continually evaluate the safety of children in out-of-home placements. 14. assure that the child's educational, medical, and mental health needs are met through services and placement. 15. utilize HHS funding sources.
CMF 02L **Lab** 0.5 day	**Electronic and Paper Records** Trainees are introduced to the purpose and importance of timely, accurate case management documentation, both in the electronic record and on paper. They become familiar with the basic structure and functionality of N-FOCUS and the standardized case file format. Trainees learn to navigate to contact narratives and required contacts and are introduced to a set of guidelines regarding the appropriate content and style of written documentation.	Trainees will: 1. be familiar with the major terms involved in documentation including SACWIS, N-FOCUS/CWIS, Master Case, Program Case, Expert System, Icons (Search, List, Detail). 2. know the basic function of each N-FOCUS main menu icon. 3. be able to perform basic navigation functions in N-FOCUS. 4. know what information should be included in narratives. 5. know the proper writing style for narratives and other written documentation. 6. know the organization of the paper case file and how to properly file case documents.

CORE - Initial Safety Intervention Units

Coding	Unit Topic & Description	Learning Objectives
CYF 01F **Field** 0.5 day	**Maltreatment 1** In preparation for upcoming classroom training, trainees read and answer questions about several articles related to maltreatment definitions, occurrence, dynamics, effects, and cultural considerations and make a community visit to a community resource dealing with a cultural/ethnic group different than their own.	The objectives below are met by the activities of CYF 01F and the classroom activities of CYF 02C. Those marked with an asterisk are partially met by the activities of CYF 01F. Trainees will: 1. *know the demographics of children and youth who have been physically abused, sexually abused, emotionally abused, physically neglected, and medically neglected, adjudicated as a status offender or juvenile offender. 2. *know the systemic nature of maltreatment, and the interpersonal and family dynamics associated with maltreatment. 3. *know the connection between maltreatment and juvenile offense. 4. *know the effects of physical abuse, sexual abuse, and neglect on the child and family. 5. *know the effects of delinquent behavior on the individual, family, and community. 6. *understand ways in which culture impacts all aspects of child rearing. 7. know how intentional and unintentional injuries may be distinguished. 8. know and be able to recognize the physical and behavioral indicators of maltreatment. 9. know the cultural practices and medical conditions that may be mistaken for or associated with maltreatment. 10. be able to objectively document physical evidence of abuse. 11. understand how the family functions as a system, and how a change in any one part may affect all other parts. 12. understand the importance of attachment and the formation of deep meaningful connections for all children and youth. 13. understand the difficulties created for the child and family when attachments fail or are insecure and the importance to the child of an environment that nurtures and sustains attachments. 14. know and be able to apply the Department's policy about sexuality and pregnancy. (continued)

CORE - Initial Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
CYF 02C **Classroom** 1.5 days	**Maltreatment 2** Trainees discuss what they have learned about maltreatment in preparation for class and gain additional understanding and practice related to recognizing and documenting abuse and neglect and dangers they may face including substance abuse and domestic violence.	(continued) 15. understand the relationship of domestic violence to child maltreatment and the ways in which specialists can keep themselves safe while working with families who exhibit domestic violence situations. 16. know the physical effect of alcohol and drugs on the brain as they lead to addiction, and the implications of these effects for working with individuals who are addicted and for treatment. 17. be able to recognize the effects of alcohol and drugs on individual and family dynamics. 18. know the additional dangers created by the use and manufacture of methamphetamine and ways to recognize and avoid these dangers.
CMF 03L **Lab** 2.0 days	**Interviewing / Interviewing Children** Trainees build communication skills needed to work with children and families by learning about the process and structure of effective interviewing. They participate in multiple videotaped sessions to refine skills needed to accurately gather and assess information while working with families throughout the case management process. They are also introduced to the communication skills needed to work with and gather information from children. Topics include building a relationship with the child and child language development, memory, and suggestibility.	Trainees will: 1. understand why proper interviewing skills are important for developing relationships with families, gathering accurate information from them, and engaging them in the process of change. 2. know the fundamental skills needed for effective interviewing. 3. know the general structure and process of effective interviewing. 4. know the areas in which they have interview strengths and the areas where they need further work. 5. understand what to look for as they shadow specialists in various interview situations. 6. understand the background and importance of appropriate interviewing with children. 7. recognize their potential impact on the children they will interview. 8. know the reason for the different parts of the standard interview protocol. 9. recognize the usual patterns of communication between children and adults. 10. know basic information about language development. 11. understand the components of memory. 12. understand factors that contribute to suggestibility in children. 13. recognize the impact of confirmatory bias on interviews with children.

CORE - Initial Safety Intervention Units

Coding	Unit Topic & Description	Learning Objectives
CMF 04C **Classroom** 1.5 days	**Worker Safety and the Mandt System®** Worker Safety: Trainees learn about the potential human, non-human, and environmental threats to their safety during case management and supervision. They also learn appropriate strategies for preventing, recognizing, and responding to worker safety threats. The Mandt System® : Trainees acquire fundamental knowledge and skills related to building healthy relationships, building healthy communication, and building healthy conflict resolution.	In Worker Safety - Trainees will know: 1. tips for preventing threats to safety. 2. indicators of potentially dangerous situations. 3. the various types of responses to safety threats (e.g., de-escalation, leaving the scene, etc.) and when each is appropriate. 4. when and where threats might be encountered and the consequences of failing to address them. In The Mandt System ® - Trainees will: 5. Module 1: understand that people have a right to be treated with dignity and respect, the differences between anger and aggression, and the basic rights of people. 6. Module 2: build skills in interpersonal communication, active listening, and positive and negative communication. 7. Module 3: better understand the following in the area of conflict resolution: building empathy, assertiveness, personal faults, positive communication, and the effects of stress on communication.
CMP 02C **Classroom** 4 days	**Initial Safety Intervention** Trainees are introduced to the Nebraska Safety Intervention System (NSIS) and the concepts, steps, and policy associated with implementing the NSIS during the initial phases of case management. Topics include: assessing and responding to present danger at first contact, assessing impending danger through information gathering and identification of safety threats, conducting a safety intervention analysis to determine if a child is safe and whether a situation requires a child's removal from the home, safety planning, and case status determination.	Trainees will: 1. understand the differences between maltreatment, risk, and safety. 2. know the safety threshold criteria. 3. know what present danger is and be able to recognize it. 4. know what a protective action is and how to develop, document, and implement one. 5. know what information to collect to assess for impending danger. 6. understand the safety factors that should be considered when assessing safety. 7. know how to assess for the presence of safety threats. 8. understand the difference between safety plans and case plans. 9. know how to judge the suitability of safety plan participants. 10. know how to conduct a safety intervention analysis. 11. know how to develop a safety plan. 12. know how to make the appropriate case status determination. 13. know DHHS policy related to the initial phases of the Nebraska Safety Intervention System.

CORE - Initial Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
CMP 03F **Field** 0.5 day	**Initial Safety Intervention: Practice 1** Trainees review case file information and then summarize information in the six assessment domains, identify safety threats, and determine if the child is safe.	Trainees will: 1. be able to write safety assessment domain narratives. 2. be able to identify and justify safety threats.
CMP 04C **Classroom** 1 day	**Initial Safety Intervention: Practice 1 Feedback** Trainees report on the identified safety threats in their assigned cases and on their determination of the child's safety. They receive feedback from training staff and participate in a question and answer session about their decision-making process.	There are no separate learning objectives for this day. Classroom reporting exercise reinforces the learning objectives of the previous field day.
CMF 05L **Lab** 1 day	**N-FOCUS 1** Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management during Initial Safety Intervention. Topics include CFS program case registration, case and person detail, expert system, family relationships, tying intakes, initial safety assessment, program person, and professional relationships.	Trainees will be able to: 1. register a Children and Family Services (CFS) program case in N-FOCUS. 2. document an initial assessment, safety evaluation, and safety plan in N-FOCUS. 3. process family relationships using the Expert System in N-FOCUS. 4. tie an intake to a CFS Program Case and enter allegation findings in N-FOCUS. 5. document professional relationship information in N-FOCUS. 6. document children and family information using the Detail Person and the Program Person functions in N-FOCUS.
CMP 06F **Field** 1 day	**Initial Safety Intervention: Shadowing in the Field** Trainees shadow experienced specialists conducting initial safety assessments. Trainees review the experience with the specialists who use the Initial Safety Assessment tool to determine if the child is safe and, if not, what in-home or out-of-home services (least restrictive to most restrictive) need to be provided to the family. They then enter appropriate documentation on N-FOCUS under the guidance of the specialists.	Trainees will: 1. know the local practices for conducting and documenting an initial safety assessment. 2. be able to recognize present danger. 3. be able to recognize impending danger.

CORE - Initial Safety Intervention Units

Coding	Unit Topic & Description	Learning Objectives
CMP 08L: **Lab** 1.5 days	**Initial Safety Intervention: Practice 2** Trainees practice identifying present danger and needed protective actions in a hypothetical case. They determine if a child is safe and whether a situation requires a child's removal from the home. They then conduct a mock initial safety assessment interview and document the initial safety intervention steps in N-FOCUS.	Trainees will be able to: 1. ask questions to gather initial safety assessment information. 2. document initial safety assessment information in N-FOCUS.
CMF 09F: **Field** 0.5 day	**Gathering and Corroborating Information** To support effective case management and supervision decision making, trainees learn how to gather and corroborate information and how to access and search computer systems and web sites that can facilitate this process.	Trainees will: 1. know strategies for searching for corroborating evidence. 2. know how to search for information on various computer systems and web sites (e.g., C1, Central Registry, Child Support, NDEN, sex offender registries, etc.). 3. know where to look to find or confirm common pieces of information, such as address, birth date, child support, criminal records, and social security numbers.
CMF 06L-SRV **Lab** 1 day	**N-FOCUS 2** Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management. Topics include removal and placement, visitation plan, service referral and authorization, and alerts and correspondence. Trainees review hypothetical cases to identify needed services, determine placement of the child, and make appropriate referrals to services.	Trainees will be able to: 1. document removals and placements in N-FOCUS. 2. create a service referral and service authorization in N-FOCUS. 3. document a visitation plan in N-FOCUS. 4. create an original and draft copies of the visitation plan for different legal actions and court hearings in N-FOCUS. 5. add, update, and enter case management progress regarding the visitation plan in N-FOCUS. 6. read, clear, and create electronic alerts in N-FOCUS. 7. search, create, view, print, and destroy correspondence in N-FOCUS.
WLS 01C **Classroom** 1.5 days	**Nebraska Juvenile Court Process 1** Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Topics include the steps of the Nebraska juvenile court process, how to prepare a request to file a juvenile court petition, and basic tips for testifying in court.	Trainees will: 1. understand the differences among the legal processes for child protection, status offense, and law violator cases. 2. understand the connection between law, policy, and what they do in performing their work. 3. be able to correlate statutes and policy to the work. 4. be able to find, read, and interpret the statutes and policy guiding and governing their work as a CFS Specialist. (continued)

CORE - Initial Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
WLS 01C (cont.) **Classroom** 1.5 days	**Nebraska Juvenile Court Process 1 (cont.)** Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Topics include the steps of the Nebraska juvenile court process, how to prepare a request to file a juvenile court petition, and basic tips for testifying in court.	(continued) 5. understand the juvenile court process so that they can always know where a case is in the process, what should have been done before, and what needs to be done next and when. 6. be able to articulate how the legal process integrates with their efforts to work with the children and families placed in the custody or supervision of the Department. 7. understand their responsibilities for each type of case in juvenile court and how they must work with others in the system and the children and families who are in court. 8. understand the responsibilities of others for each type of case in the juvenile court. 9. understand the importance of obeying court orders. 10. know common legal terms related to testifying. 11. know recommended practices for effective testifying. 12. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 13. understand the process of analyzing available information within the framework of the Juvenile Code. 14. understand the process of assessing available information to decide what to include in a request to file memorandum. 15. understand the process of providing information to the county attorney necessary for determining whether to file a petition. 16. be able to analyze and assess available information in order to request the county attorney to file a petition allowing the necessary intervention with children and families.

CORE - Initial Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
WLS 05L **Lab** 2 days	**Testifying in an Adjudication Hearing** In preparation for a mock adjudication hearing, trainees review the request to file a petition, based on a previously provided fact scenario for a hypothetical abuse and neglect case. They learn techniques for providing credible testimony in an adjudication hearing, with emphasis on accurately and completely providing the results of the initial safety assessment. By participating in a mock adjudication hearing, they develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on video and of others as they testify.	Trainees will: 1. understand how effective testimony supports the case management goals of safety, permanency and well-being. 2. understand the skill of testifying as a part of the work of a CFS Specialist. 3. understand that how a specialist presents him or herself as a representative of the Department has a direct impact on the effectiveness of the testimony in court. 4. be able to testify in a credible manner providing the court with accurate and complete factual and opinion-based evidence. 5. be able to recognize and effectively respond to typical cross-examination
CMP 11C **Classroom** .5 day	**Referral to Services/ Resources for Safety, Permanency, and Well-being 2** Trainees learn about the referral process as it relates to medical and treatment services, Wards with Disabilities, the Former Ward Program, funding sources including IV-E, and timeframes.	Trainees will: 1. know levels of medical services. 2. know how to access services for wards with disabilities. 3. know the eligibility criteria for Former Ward Program. 4. understand the different funding sources. 5. recognize the importance of using IV-E services.

SPECIALIZED Intake Unit (1 day)

Coding	Unit Topic & Description	Learning Objectives
CMP 15L **Lab** 1 day	**Specialized Intake** Trainees participate in a specialized training on the abuse/neglect intake referral and acceptance process. Topics include effective data gathering, decision making, screening, prioritization, and data entry on N-FOCUS.	Trainees will: 1. understand the intake process. Trainees will be able to: 2. take a referral. 3. ask the appropriate questions to gather the required information. 4. make screening decisions and priority decisions. 5. enter this referral into the N-FOCUS system.

SPECIALIZED Ongoing Safety Intervention Units (13 days)

CMP 05C **Classroom** 4.0 days	**Ongoing Safety Intervention** Trainees continue learning about the Nebraska Safety Intervention System (NSIS) with specific focus on the concepts, steps, and policy associated with implementing the NSIS during the ongoing phases of case management and supervision. Topics include: introduction to ongoing safety intervention, the protective capacity assessment, development and implementation of the case plan, conditions for return, continuing safety management, measuring progress, permanency planning including using kinship care as a resource for children involved with the child welfare system, and reunification.	Trainees will: 1. understand the purpose and primary responsibilities of ongoing safety intervention. 2. know what protective capacities are and what they look like. 3. know the purpose, objectives, and steps associated with each stage of the protective capacity assessment (preparation, introduction, discovery, and case planning). 4. know how to document the protective capacity assessment and case plan. 5. know how to write outcomes, needs, and strategies. 6. understand what conditions for return are and what they look like. 7. know the standards and process for measuring case plan progress. 8. know when reunification should be considered and the criteria for making the decision. 9. know the process for reunification. 10. know DHHS policy related to the ongoing phases of the Nebraska Safety Intervention System.

SPECIALIZED Ongoing Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
CMF 01C-FTM **Classroom** 1 day	**Family/Person Centered Practice - Family Team Meeting** Trainees acquire knowledge and skills related to family team meeting facilitation and the development of outcomes, needs, and strategies with families.	Trainees will: 1. be able to facilitate an initial family team meeting with the purpose of developing a case plan. 2. be able to facilitate ongoing family team meetings with the purpose of reviewing and updating a case plan. 3. be able to effectively talk with families about outcomes, needs, and strength-based strategies in order to develop the case plan. 4. understand that outcomes must relate to the identified safety threats.
CMP 09C **Classroom** 0.5 day	**Court Report Components** Trainees learn the basic components of the court report and visitation planning as they develop case management and supervision skills.	Trainees will: 1. know the components of a court report. 2. Know the components of a visitation plan 3. be able to write a court report.
CMF 06L-CPR **Lab** 1 day	**N-FOCUS 2** Trainees acquire knowledge and skills necessary for N-FOCUS documentation of a protective capacity assessment, a case plan and court report, conditions for return, and required contacts.	Trainees will be able to: 1. create a protective capacity assessment in N-FOCUS. 2. document a case plan and court report in N-FOCUS. 3. create an original and draft copies of the case plan and court report for different legal actions and court hearings in N-FOCUS. 4. add, update, and enter case management progress regarding the case plan and court report in N-FOCUS. 5. document conditions for return in N-FOCUS. 6. document required contacts.
CMP 10L **Lab** 2 days	**Ongoing Safety Intervention: Practice** Trainees learn how to use the family centered practice process to facilitate family team meetings during case plan development, case management, and supervision. They conduct a mock Protective Capacity Assessment interview using the family centered practice process to gather information for case plan development. Trainees practice documenting a protective capacity assessment and case plan in N-FOCUS.	Trainees will be able to: 1. gather information to complete a protective capacity assessment. 2. complete a genogram and an ecomap. 3. facilitate a family team meeting. 4. develop a case plan based on the identified safety threats. 5. document a protective capacity assessment on N-FOCUS. 6. document the case plan on N-FOCUS. 7. document the family team meeting on N-FOCUS.

SPECIALIZED Ongoing Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
WLS 06L **Lab** 4 days	**Developing and Advocating for the Case Plan/Court Report and Visitation Plan** In preparation for participation in the dispositional phase of a judicial child protection case, trainees prepare a Protective Capacity Assessment and a case plan / court report in a mock court-adjudicated case. Trainees learn how to integrate the case planning process with court reporting and with preparation of a visitation plan for a family.	Trainees will: 1. understand how the Juvenile Court process fits with the case planning process. 2. understand the importance of accurate assessment in both the case planning process and the court process. 3. be able to document a protective capacity assessment in compliance with family centered practice and policy. 4. understand the need to express strategies to be done in a way that complies with the case plan and leads to progress toward the permanency objective. 5. be able to prepare a case plan and court report which incorporates the values, principles, and beliefs of family centered practice, complies with statute and policy and, if followed, results in achieving permanency. 6. be able to document a case plan and court report using the N-FOCUS system. 7. be able to work collaboratively with others to create a case plan/court report reflecting family centered practice. 8. understand how to articulate the case plan so it is clear, precise, and understandable. 9. be able to demonstrate/articulate why a case plan/court report submitted to the court should be upheld and ordered by the court.
WLS 07L **Lab** **1 days**	**Testifying in a Disposition, Review, and Permanency Hearing** In preparation for mock disposition, review, and permanency hearings, trainees review the content and purpose of a case plan/court report and the importance of choosing appropriate services based on the adjudication order and their relation to specific strengths and needs of families. They learn techniques for providing credible testimony in disposition, review, and permanency hearings, with emphasis on testifying as an expert. By participating in mock hearings, they develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on video and of others as they testify.	Trainees will: 1. understand that there are techniques that will assist the CFS Specialist in presenting accurate and credible testimony in court. 2. understand that credible and accurate testimony results in correct disposition. 3. understand how to communicate effectively both orally and in writing with other professionals in the court system. 4. be able to credibly defend a case plan/ court report contested by other parties. 5. understand how to read court orders and the importance of obeying court orders. 6. understand the process of defending a case plan in disposition hearings. 7. understand how to effectively assess available information within the framework of an adjudication order to develop a case plan/court report.

SPECIALIZED Ongoing Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
WLS 07L (cont.) **Lab** **1 days**	**Testifying in a Disposition, Review, and Permanency Hearing** In preparation for mock disposition, review, and permanency hearings, trainees review the content and purpose of a case plan/court report and the importance of choosing appropriate services based on the adjudication order and their relation to specific strengths and needs of families. They learn techniques for providing credible testimony in disposition, review, and permanency hearings, with emphasis on testifying as an expert. By participating in mock hearings, they develop and refine their testifying skills through practice, oral and written feedback, and observation of themselves on video and of others as they testify.	(continued) 8. understand the dynamic nature of the case process and how to respond to changing family dynamics within the framework of a disposition order. 9. be able to respond to changing family dynamics within the framework of a disposition order in a manner reflecting family centered practice's values, beliefs, and principles and which seeks to achieve the safety, permanency, and well-being of a child or children. 10. be able to collaboratively (with other trainees and with a Field Training Specialist role-playing a Supervisor) create and defend an amended case plan in response to changes in family circumstances in the mock case.
CMP 14C **Classroom** 0.5 day	**Case Closure** Trainees learn how to carry out final case management and supervision responsibilities, with a focus on when and how to close a case based on the resolution of the issues that brought the child/youth to the attention of the Department and the achievement of case plan outcomes.	Trainees will: 1. recognize the need to have a court order prior to case closure (court involved cases). 2. be able to identify reasons for case closure. 3. be able to close a case according to policy and procedure. 4. be able to complete and finalize all documentation on N-FOCUS.

SPECIALIZED Ongoing Safety Intervention Units		
Coding	Unit Topic & Description	Learning Objectives
CMF 10L **Lab** 1 day	**N-FOCUS 3** Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management activities related to case closure. They review previous topics as needed and practice documenting a hypothetical case from initial safety intervention through case closure.	Trainees will be able to: 1. close a case person in N-FOCUS. 2. close a case in N-FOCUS. 3. create a speed note in N-FOCUS. 4. change administrative role information in N-FOCUS.
SPECIALIZED Juvenile Services Officer Units (7 days)		
JSO 01F **Field** 0.5 day	**JSO-Specialized 1** Trainees complete readings in preparation for JSO classroom training and observe current JSOs as they carry out case management and supervision of juvenile offenders.	Module 1 - Steps in the Court and Legal Process Trainees will: 1. know which statutes authorize intervention by the juvenile court (in particular, the Nebraska Juvenile Code and the Office of Juvenile Services Act). 2. know which individuals hold decision making authority in the juvenile justice system—including law enforcement officers, probation officers, county attorneys, and judges. 3. know the charging options available to the county attorney when a youth has committed a law violation—and on what basis the county attorney chooses among those options. 4. know the meaning of an adjudication, what happens at an adjudication hearing, and which statutes provide the basis for an adjudication of a juvenile offender. 5. know about the pre-dispositional evaluation services that are offered through HHS/OJS and probation. 6. know the meaning of a disposition, what happens at a disposition hearing, and the main dispositional options for youths adjudicated as juvenile offenders. 7. know the proper language needed in a court order when a judge commits a youth to HHS/OJS. 8. know the meaning of an initial level of treatment and the three main initial levels of treatment that a judge may order. 9. know which youths are subject to review hearings by the committing court.

SPECIALIZED Juvenile Services Officer Units

Coding	Unit Topic & Description	Learning Objectives
JSO 02C **Classroom** 5.5 days	**JSO-Specialized 2** Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 2 - Steps in the Case Management Process Trainees will: 10. know how the case management steps for juvenile offenders compare to the case management steps for other adjudicated populations. 11. know the types of tasks that are associated with early case management responsibilities for juvenile offenders. 12. know the basic sequence/order in which early case management responsibilities must be completed. 13. know which case management responsibilities may require a large investment of the JSO's time.
		Module 3 - Initial Case File Review Trainees will: 14. know the key points about each of the main topics (e.g., the purpose, definitions, individuals involved, time frames, and tasks associated with the initial case file review). 15. be able to interpret the information in an adjudication order and disposition order. 16. be able to interpret the information in the Comprehensive Child and Adolescent Assessment (CCAA) report and evaluate the report's strengths and weaknesses. 17. know how to interpret basic clinical information such as standardized test scores, percentile ranks, and the five axes of the Diagnostic and Statistical Manual (DSM). 18. know how to review and interpret the information in the YLS/CMI Score Sheets and Initial Classification Form.
		Module 4 - Orientation to Rules and Expectations Trainees will: 19. know the key points about each of the main topics (e.g., the purpose, individuals involved, time frames, and tasks associated with the orientation to rules). (continued)

SPECIALIZED Juvenile Services Officer Units		
Coding	Unit Topic & Description	Learning Objectives
JSO 02C **Classroom** 5.5 days	**JSO-Specialized 2** Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	(continued) 20. know the HHS/OJS forms (e.g., the Conditions of Liberty) that present the rules and expectations for juvenile offenders and their families. 21. know the order of priority for introducing the forms. 22. be able to explain each of the forms to assigned youths and families and provide a clear rationale for the rules and expectations found in them.
		Module 5 – Safety and In-Home Services. Trainees will: 23. be able to identify the services in the Safety and in-Home Services Contract that are specific to juvenile offenders (i.e., electronic monitoring, tracker services, and drug screening and testing). 24. know basic information about the contract provisions. 25. know the current service providers (in the trainee's Service Area) for Safety and In-Home Services.
		Module 6 - Drug Screening Trainees will: 26. know the key points about each of the main topics (e.g., the purpose, types, authorized testing situations, and tasks associated with the drug screening process). 27. know the difference between preliminary and confirmatory urinalysis testing. 28. know the types of situations in which the worker is authorized to conduct urinalysis testing. 29. know the common types of tampering and manipulation of urine samples and how to combat such tampering. 30. know when and how to obtain urine samples from youths. 31. know how to conduct urinalysis tests using the Department's preliminary urinalysis equipment. 32. know how to respond when a youth's urinalysis testing process yields a positive test result.

SPECIALIZED Juvenile Services Officer Units

Coding	Unit Topic & Description	Learning Objectives
JSO 02C **Classroom** 5.5 days	**JSO-Specialized 2** Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 7 - YRTC Programs Trainees will: 33. know the key points about each of the main topics (e.g., the purpose, legal authority of the YRTCs, and the role/ responsibilities of the JSO). 34. know the programs and services that are provided/offered at the YRTCs. * know what a typical day for a youth at a YRTC is like. 35. know the proper role and responsibilities for the JSO in regard to institutionally-assigned youths on his/her caseload. 36. know how to properly carry out institutional visits. 37. know how to appropriately communicate with the staff and residents of the YRTCs.
		Module 8 - Behavior Management Trainees will: 38. know the key points about each of the main topics (e.g., the goals and philosophy, appropriate supervision and monitoring guidelines, and other responsibilities associated with behavior management). 39. know the range of normal adolescent behavior and how to distinguish normal adolescent behavior from delinquent behavior. 40. know the case management practices that can help to prevent or reduce the occurrence of behavior management problems. 41. know the principles of effective monitoring. 42. know the meaning of sanctions and rewards; know acceptable types of sanctions and rewards that can be used with juvenile offenders. 43. know how to identify and apply appropriate consequences with youths. 44. know the types of interventions that cannot be used with youths.

SPECIALIZED Juvenile Services Officer Units		
Coding	Unit Topic & Description	Learning Objectives
JSO 02C **Classroom** 5.5 days	**JSO-Specialized 2** Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 9 - Search and Seizure Trainees will: 45. know the key points about each of the main topics (e.g., the purposes, types, constraints, and tasks associated with search procedures). 46. know the types of items and materials that may be declared to be contraband. * know what different types of contraband look like. 47. know the legal basis for conducting searches. 48. know how to reduce the intrusiveness of search procedures. 49. know how to appropriately conduct both person and property searches. 50. be able to appropriately conduct both person and property searches. 51. know the options available to the worker for proper disposition of contraband items. 52. be able to identify an appropriate disposition for any contraband item that is discovered.
		Module 10 - Apprehension and Detention Trainees will: 53. know the key points about each of the main topics (e.g., the purposes, legal authority, and tasks associated with apprehension procedures). 54. know the legal basis upon which a worker may take a juvenile offender into custody. 55. know how to carry out a supervisory consultation prior to a decision to apprehend a youth. 56. know how to appropriately identify backup in apprehension situations. 57. know the steps involved in conducting apprehension and detention. 58. know how to place a youth in detention, including use of the Detainer form.

SPECIALIZED Juvenile Services Officer Units

Coding	Unit Topic & Description	Learning Objectives
JSO 02C **Classroom** 5.5 days	**JSO-Specialized 2** Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 11 - Use of Mechanical Restraints. Trainees will: 59. know the key points about each of the main topics (e.g., the philosophy, situations of authorized use, and procedures associated with the use of mechanical restraints). 60. know how to appropriately apply a full set of mechanical restraints. 61. be able to appropriately apply a full set of mechanical restraints. 62. know how to cope with common issues/ problems that may arise in using mechanical restraints.
		Module 12 - Abscond Procedures. Trainees will: 63. know the key points about each of the main topics (e.g., the goal, legal authority, possible situations, and tasks associated with abscond procedures). 64. know the legal basis for making efforts to regain custody of youths who have absconded. 65. know how to identify a true abscond situation from a situation in which a youth is being unaccountable for his/her whereabouts. 66. know the steps to take when a youth is determined to be a true absconder. 67. know the steps to take when an absconder is located.
		Module 13 - Administrative Hearings. Trainees will: 68. know the key points about each of the main topics (e.g., the procedures and due process guidelines associated with administrative hearings). 69. know the purposes associated with each type of administrative hearing. 70. know what the JSO must do to prepare for each type of administrative hearing. 71. know what the JSO must do to testify/ participate in each type of administrative hearing. 72. know what the JSO must do to follow up after each type of administrative hearing.

SPECIALIZED Juvenile Services Officer Units		
Coding	Unit Topic & Description	Learning Objectives
JSO 02C **Classroom** 5.5 days	**JSO-Specialized 2** Trainees learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines. Topics include case management procedures including the Youth Level of Service/Case Management Inventory (YLS/CMI), specialized services and placements, and specialized high-stakes interventions for juvenile offenders.	Module 14 – Youth Level of Service/ Case Management Inventory (YLS/CMI). Trainees will: 73. know when and how the YLS/CMI is utilized in the case management process. 74. know the rationale for and history of using standardized risks and needs assessments. 75. know the eight sections and 42 items of the YLS/CMI. 76. know the questions that are used to gather information relevant to the YLS/ CMI. 77. know the scoring guidelines for each of the items in the YLS/CMI. 78. be able to appropriately score a YLS/CMI interview.
JSO 03F **Field** 1 day	**JSO-Specialized 3** Trainees tour the Youth Rehabilitation and Treatment Centers or observe current JSOs as they carry out case management and supervision of juvenile offenders.	There are no separate learning objectives for this day. Field training exercises reinforce the learning objectives of the previous classroom days.
SPECIALIZED Adoption Units (3 Days)		
CMP 16C **Classroom** 3 days	**Specialized Adoption** Trainees learn about the fundamentals and dynamics of adoption as they relate to each person involved in the adoption process. Topics include preparing the child and family for placement; the case management and post-placement supervision responsibilities of the adoption worker; and the process and procedures necessary to free the child for adoption, make adoptive placement decisions, determine eligibility for subsidy, discuss openness, and finalize adoptions.	Trainees will be able to: 1. apply their knowledge and understanding of adoption dynamics when working with children and families preparing for adoption. 2. explain the adoption process and their role in this process. 3. identify the procedures and/or forms needed to complete relinquishments, provide notice to fathers, prepare placement, provide information to contractors for the adoption exchange, and discuss openness. 4. understand how to determine if a child is eligible for subsidy, how to complete the appropriate forms to arrange for subsidy, and that there are time frames that must be adhered to in order for subsidy to go into effect. 5. identify the forms needed to complete an adoption based on each child's circumstances and distinguish which forms need to be included in the Adoption Packet that will be sent to the adoptive parent(s)' attorney to complete the finalization of the adoption.

IN-SERVICE Units (6 Days)

Coding	Unit Topic & Description	Learning Objectives
WLS 08C **Classroom** 2 days	**Legal Case Management Responsibilities** Trainees learn about legal case management responsibilities, including working with Native American families pursuant to principles of law and family-centered practice, basic information about adoption, practical applications of confidentiality, expungement from the Central Register, and practical considerations of case management and worker liability. Trainees also discuss legal and judicial proceeding problems they have encountered with their first assigned cases.	Trainees will: 1. understand the differences between the child protection tracking system and the Central Register. 2. understand concepts of liability and indemnification. 3. understand and be able to recognize instances when workers can be in danger of creating liability for themselves and the Department. 4. recognize legal differences between various permanency alternatives (particularly adoption and guardianship) and how those differences can impact a child's well-being. 5. understand legal ramifications of termination of parental rights. 6. recognize the importance of compliance with the Indian Child Welfare Act (ICWA) in achieving permanency. 7. understand how Child Welfare and Juvenile Services practice is impacted by legal requirements for reasonable efforts, Central Register, confidentiality, ICWA, and adoption.
CYF 03F-DSE **Field** .5 day	**Disability and Special Education 1** In preparation for upcoming classroom training, trainees read information about conditions that qualify children for special education and review the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) and file information for a child who is in special education.	The following objectives are met by the activities of CYF 03F-DSE and the classroom activities of CYF 04C-DSE. Those marked with an asterisk are partially met by the activities of CYF 03F-DSE. (continued on next page)

IN-SERVICE Units		
Coding	Unit Topic & Description	Learning Objectives
CYF 04C-DSE **Classroom** 1 day	**Disability and Special Education 2** Trainees learn more about the most common conditions that qualify children for special education, explore the special education regulations, and learn advocacy techniques for children. They participate in an interactive development game that reinforces early recognition of special education needs and listen to a panel of parents present a family centered view of special education.	(continued) The trainees will: 1. understand the ways in which a child with special needs and the systems of care for the child (including special education) can impact a family in both positive and negative ways. 2. * know the special education regulations contained in Rule 51 and the importance and methods of advocating for children who are receiving special education services. 3. know the aspects of the Department's policy and guidebooks as they relate to working and communicating with schools and planning for a child's education. 4. * know the CAPTA rules requiring referral to the Early Development Network for all children under three years of age who have been abused or neglected, and how these referrals are made. 5. know the gross motor, fine motor, and language development milestones for children from birth to age six and be able to use reference materials to recognize when children may need further evaluation of their developmental progress. 6. * know the most important considerations when dealing with commonly encountered physical and mental health conditions and how to effectively find additional information when needed.
CYF 03F-DEV **Field** .5 day	**Supporting Development 1** In preparation for upcoming classroom training, trainees read information about managing difficult developmental stages (colic, toilet training, behavior problems, and adolescence) that may lead to parenting difficulties and/or maltreatment.	The following objectives are met by the activities of CYF 03F-DEV and the classroom activities of CYF 04C-DEV. Those marked with an asterisk are partially met by the activities of CYF 03F-DEV. The trainees will: 1. *know the characteristics and understand the effective management of normal developmental stages that may put children at increased risk including crying, exploratory behavior, toilet training, discipline, development of attention, differences in learning styles, and adolescence. 2. understand their attitudes about the proper place of corporal punishment in child rearing and know what expert organizations and research say on the subject.
CYF 04C-DEV **Classroom** 0.5 day	**Supporting Development 2** Trainees apply their knowledge of difficult developmental stages to case studies and identify ways CFS Specialists can support families during these times.	

IN-SERVICE Units		
Coding	Unit Topic & Description	Learning Objectives
CYF 03F-MPH **Field** .5 day	**Mental and Physical Health 1** In preparation for upcoming classroom training, trainees review information about treatment of mental health problems and abstract a case file of a child receiving complicated psychopharmacology.	The following objectives are met by the activities of CYF 03F-MPH and the classroom activities of CYF 04C-MPH. Those marked with an asterisk are partially met by the activities of CYF 03F-MPH. The trainees will: 1. know the concept of evidence-based mental health treatment and the treatments that currently have the strongest evidence of effectiveness. 2. understand the requirements for successful treatment of addiction. 3. * know the most important considerations working with children taking each class of commonly prescribed psychotropic medications. 4. * know the importance of obtaining regular, objective information about the effects and side-effects of medication, and methods for objectively obtaining this information and professionally communicating it to the prescribing physicians. 5. *know the resources available for helping individuals affected by domestic violence and substance abuse and the importance of working collaboratively with these resources.
CYF 03F-MPH **Classroom** .5 day	**Mental and Physical Health 2** Trainees review what they have learned about mental health interventions, substance abuse treatment, and psychopharmacology and learn strategies for effective case management of children receiving complicated medication treatment.	
CMP 13C **Classroom** 0.5 day	**Referral to Services/ Resources for Safety, Permanency, and Well-being 3** Trainees learn about transitional and independent living issues facing adolescents preparing for independent living and the services and the complexities of Medicaid services in order to more effectively refer to services and manage case plans.	Trainees will: 1. recognize the services that are paid for from Medicaid funding and need Magellan authorization for access. 2. be able to work effectively with Magellan and the providers to access mental health and substance abuse services for the families they are serving. 3. be able to initiate the process to resolve disagreements with providers. 4. be able to utilize the Transitional and Independent Living Programs to assist youth who are preparing for independent living.

Child Welfare and Juvenile Services Inservice Training Plan for 2009-2010
For Current Child and Family Services Staff

In-service Training Selctions: All classes will be available to contracted service coordinators and their supervisors when offered to CFS staff. These classes are delivered by the UNL- CCFL, HRD Training Unit, Service Area Staff, or local and regional experts.

Those in red are yet to be developed based on additional information. TBD = To Be Determined

Those in blue have already been requested by at least one Service Area for 2009 - 2010.

Those in violet have already been requested, but need to be developed.

Those in black are ready to deliver.

	Unit / Inservice Title	Length of Time	Topic Description	Audience	Format/ Venue	IV-E Allowable
Recommended from 2009 PIP						
1	Concurrent Planning	TDB	Based on changes yet to be made to policy and procedures training will be developed to assure timely and quality concurrent plans	CFS Specialists & Supervisors	TBD	√
2	Termination of Parental Rights and Compelling Reasons	TBD	Training about the statutory grounds for TPR, documentation from the worker needed by the County Attorney. to help prepare for the TPR, including documentation needed to demonstrate reasonable efforts, or the compelling reasons to continue efforts toward family reunification.	CFS Specialists & Supervisors	TBD	√
3	Critical Thinking	6-12 hours	This training focuses on skill development to give workers enhanced tools and techniques that will increase their effectiveness in gathering information, analyzing and making decisions for developing and implementing safety and case plans, and in helping family members participate in their change process.	CFS Specialists & Supervisors	Classroom	√
4	Information Gathering Model	TBD	Depends on the evidence based/promising practice model chosen		TBD	Maybe
5	Family Centered Practice: Orientation to Family Centered Practice - Values, Beliefs and Principles	6 hours	Provides instruction on the values, beliefs and principles of FCP, working effectively with family members to identify strengths, needs, outcomes, and strategies to support good outcomes for children and families	All Child Welfare staff	Classroom	√
6	Family Centered Practice: Facilitating Family Team Meetings	6-12 hours	Basic knowledge about techniques used to facilitate family team meetings. Includes both the initial family team meeting and case plan development as well as ongoing family team meeting facilitation.	All Child Welfare staff	Classroom	√
7	Family Centered Practice Train the Trainer - Inservices	6 hours	Trains system trainers on the FCP curriculum and provides instruction on how to teach others the values, beliefs and principles of FCP, working effectively with family members to identify strengths, needs, outcomes, and strategies to support good outcomes for families.	Child Welfare staff, who have attended the other training	Classroom	√

8	Child Welfare Supervisor Training	TBD	This training is waiting for administrative approval to proceed.	CFS Supervisors & Administrators	TBD	TBD

Recommended from 2008 Statewide Assessment

9	Tribal Cultures	TBD	Recognize that every Tribe has a unique culture and language. Involve Tribal representatives as trainers to present this information to workers.	CFS Specialists, Supervisors, & Administrators	TBD	√
10	Enhancing Well-being of Children as State Wards	TBD	Current policy and procedure requirements to enhance a child's well-being. Skill based training on ensuring well-being. Includes IEP and other school-related issues and whose role (e.g., workers, foster parents, or school personnel) it is to advocate for children in schools.	CFS Specialists, Supervisors, & Administrators	TBD	√
11	Transitional and Independent Living	1.5 hours	This training includes the policy requirements and procedures to access the available resources when implementing an independent living plan for an older youth moving from state ward status to transitional or independent living.	CFS Specialists & Supervisors	Computer Based Webinar or Classroom	√
12	N-FOCUS Training Refreshers	1-40 hours	Training to enable staff to accurately enter and retrieve information in the Child Welfare Information System.	All Child Welfare staff	Classroom/ Lab	√

Other In-Service Selections

A. Nebraska Safety Intervention System

14	Nebraska Safety Intervention System	1-6 days	This refresher, focuses on gathering and analyzing information to assess whether a situation requires a child's removal from the home including assessing present danger, implementing protective actions, identifying safety threats and developing safety plans, assessing protective capacities and developing case plans to address any safety threats, establishing conditions for return, analyzing ongoing safety and assuring safety at case closure.	CFS Specialists, Supervisors, & Administrators	Classroom & Assignments	√
15	NSIS Profiency Training and Assessment	TBD	Each participant will demonstrate of proficent knowledge and skills in assessing whether a situation requires a child's removal from the home.	CFS Specialists. Supervisors & Administrators, Training Staff	E-learning & Classroom	√

B. Child Welfare Reform

16	Roles and Responsibilities of Service Coordinators	TBD	Based on the development of the roles and responsibilities of the contracted provider staff who work directly with chidren and families, this training will identify and define the delineation of roles and responsibilities between the Service Coordinators and CFS Specialists.	CFS Specialists, Supervisors & Administrators	TBD	√

C. Case Management

17	Using Genograms and Ecomaps Effectively	3 hours	This training includes the policy on when to create genograms and ecomaps within the case management process. There is presentation, discussion and practice in how to create genograms and ecomaps using case scenarios.	CFS Specialists & Supervisors	Classroom and Video Conference	√
18	Accessing Medicaid Managed Care	3 hours	This training is a review of the process used to access Medicaid Managed Care for referral of family members to treatment services. The session includes time for workers to get answers to questions they have encountered in their work from the Medicaid Managed Care Administrator.	CFS Specialists & Supervisors	Classroom	√
19	Conducting Home Studies Using the Standardized Model	1-2 hours	This training will introduce participants to the new standardized home study model. Policies and procedures relating to the home study process will be discussed and reviewed.	CFS Specialists & Supervisors, Resource Development	Classroom	√
20	Better Service through Enhanced Parenting	2-3 hours	Training will help the Child Support and CFS Specialists work cooperatively to enhance the identification, location and involvement of parents in increasing their responsibility with their children. Workers from both areas will learn more about their roles in establishing paternity and effectively communicating between the divisions.	Child Support Enforcement Workers and CFS Specialists & Supervisors	Computer Based Training	√
21	Effectively Managing Time as a CFS Specialist	TBD	Training will focus on tools and strategies to organize the office space and work time (e.g., home visits, family team meetings, court, completing documentation, etc.)	CFS Specialists	Classroom	
22	Narrative Writing	1-3 hours	Provides instruction on how to record information accurately, completely and objectively based on QA quidelines.	CFS Specialists	Computer Lab, Self-Study	√

D. Worker Safety

23	Mandt Recertification Training	3 hours	Review of the Mandt techniques to enhance communication skills related to working with children and families. This focuses on working with helping peopleabout their emotions, stress and place in the crisis cycle. Meets the requirement for yearly training to maintain Mandt certification.	CFS Specialists, Supervisors, & Administrators	Classroom	√
24	Mandt Recertification Training (Testing Out)	1-2 hours	Staff whose certification has not expired can complete a test to demonstrate their knowledge of the Mandt principles. Meets the requirement for yearly training to maintain Mandt certification.	CFS Specialists, Supervisors, & Administrators	Classroom	√

E. Interviewing

25	Interviewing Children	3 hour	Trainees are introduced to the communication skills needed to work with and gather information from children. Topics include building a relationship with the child, child language development, memory, and suggestibility.	CFS Specialists & Supervisors	Classroom	√
26	Interviewing Immigrant Children and Families	2 hours	Focuses on what to be aware of when interviewing immigrant families with limited or no English speaking skills.	All Child Welfare staff	Facilitated Audio tape session	√
27	Interviewing: Advanced Skill Building for Interviewing Children – "Small Voices"	40 hours	This training prepares the worker for interviewing children about abuse/neglect. Covers rules, regulations, techniques and strategies to improve interviewing skills. Intensive, applied practice and feedback sessions.	CFS Specialists & Supervisors	Classroom	√

F. Domestic Violence

28	Intervention with Domestic Violence: Advanced Practice	3 - 6 hours	Covers basic information on domestic violence and the effects on children and families. Focuses on identifying protective capacity & analyzing the potential for lethal conditions within the home.	All Child Welfare staff	Classroom	√

G. IV-E Eligibility

29	Determining Title IV-E Eligibility Basic	3 hours	Focuses on the basics under Title IV-E of the SS Act. Covers the importance of IV-E determinations and the basic elements required for IV-E eligibility; rules and regulations, protocols and case actions necessary to secure IV-E funding on eligible cases.	IMFC Staff, All Child Welfare staff	Classroom	√
30	Title IV-E Eligibility Attaining Accuracy in Reviews.	2.5 hours	Training to address issues that arise in Title IV-E Audits to perfect practice and improve accuracy. Topics covered are Reviewing Court Ordered Language, Reasonable Efforts and other applied practice issues so that staff are able to accurately and consistently apply eligibility rules.	IMFC staff, Program Specialist, CFS & RD Sups	Self-Directed based on Memo	√

H. Working within the Legal System

31	Preparing for and Participation in Judicial Determination	6-12 hours	This training is based on scenarios from the local office. Participants practice and receive feedback in testifying skill development in an experiential type training session.	CFS Specialists & Supervisors	Classroom	√
32	MEPA/IEAP	1-2 hours	This training will update participants on the requirements of MEPA/IEAP and their responsibility to meet those requirements in placing children out of their families' homes.	CFS Specialists & Supervisors, and Service Providers	DVD of Webcast	√

I. ICWA

33	Indian Child Welfare Act	3 - 8 hours	Training staff on ICWA and application of the Act. It includes information about placement of children, providing notice of proceedings to tribes, tribal consultations and case planning, jurisdiction, transfer of proceedings to tribal court, active efforts, burdens of proof, expert witnesses, and recordkeeping. Session content negotiated based upon audience need.	CFS Specialists & Supervisors	Classroom	√

J. Child, Youth and Families

34	Exploring Self-Injury Behavior	2-3 hours	Training will improve attendee's understanding of youth who intentionally practice self-injury behavior. It will deal with recognition, precursors to beginning the behaviors, gender differences, and the relationship of this self-harm to attention-getting, depression and suicidal thoughts and actions.	CFS Specialists & Supervisors	VHS Video and Workbook or Classroom	√
35	Using Internet Resources for Strengthening Family Connections	TBD	Training will provide information about how to use the internet to increase family connections, locate family resources and prevent posssible risk to children in care. It will include how to navigate on social networking websites (Facebook, My Space) for the purpose of gathering work-related information about youth and their families. Trainer: local expert	CFS Specialists & Supervisors	TBD	√
36	Identifying Signs of Abuse and Neglect: Advanced Training	TBD	Training will build on the information presented during new worker training to improve attendees ability to recognize physical and emotional abuse and neglect, especially when it presents in unusual or confusing ways.	CFS Specialists & Supervisors	TBD	√
37	Eating Disorders	TBD	Training will explore the range of eating disorders including anorexia, bulimia, and binge-eating disorder, including definition, recognition, associated problems, and when and how to seek treatment for children in care.	CFS Specialists & Supervisors	TBD	√

K. Intake

38	Specialized Intake Process	3-12 hours	Provides instruction in order for participants to understand the intake process, take referrals and make appropriate screening and priority response decisions using the Intake tools. Includes practice on actual cases, intakes, and discussion of issues, application of screening tool, analysis necessary for accurate screening decisions.	CFS Intake Specialists, Supervisors, Administrators, and QA staff	Classroom	
39	Specialized Intake N-FOCUS Documentation	3 hours	This training follows the Specialized Intake classroom training in which participants practice completing background checks and entering intake information on the N-FOCUS system.	CFS Specialists & Supervisors	Classroom/Lab	
40	Specialized Intake - Domestic Violence Issues	TBD	Will be developed based on the DV work group's recommendations.	CFS Intake Specialists, Supervisors, & Administrators	TBD	

L. Adoption

41	Specalized Adoption Training	18 hours	This training provides experienced workers an opportunity to learn about the fundamentals and dynamics of adoption as they relate to each person involved in the adoption process. Topics include preparing the child and family for placement; the case management and post-placement supervision responsibilities of the adoption worker; and the process and procedures necessary to free the child for adoption, make adoptive placement decisions, determine eligibility for subsidy, discuss openness, and finalize adoptions.	CFS Specialists & Supervisors	Classroom	√
42	Notice to Fathers and the Relinquishment Process	3 hours	This training provides experienced workers with information about the process and procedures necessary to identify and notify fathers during the case management process and prior to adoption. Reviews the changes in adoption law regarding father's rights. Includes definition of adjudicated fathers and putative fathers and their rights in the adoption process. The process, procedures and forms used during relinguishment will also be discussed.	CFS Specialists & Supervisors	Classroom	√
43	Guardianship and Subsidized Guardianship Training	6 hours	This training provides an update on and review of current policy and best practice when working for guardianship of children, including differences between guardianship and adoption and when to consider guardianship. It explains Subsidized Guardianship and procedures specific to Nebraska. The training includes Nebraska Statutes, Policy and Guidebook related to Guardianship. It will also include the forms and instructions and informational handouts about Guardianship in general and the process of setting up a Guardianship.	CFS Specialists & Supervisors	Classroom	√
44	Subsidized Adoption Training	3 hours	This training provides a review of current policy and best practice for completing subsidized adoptions. The three different types of subsidy are discussed including state (non-IV-E), Federal (IV –E) and Federal with State Supplement. It explains the criteria needed to complete a subsidized adoption including: establishing the child's eligibility, efforts to place without subsidy, and the family's needs for subsidy. It includes references to Nebraska Revised Statutes, Policy and Guidebook related to subsidized adoption. It also includes the forms, instructions, and process required for applying for a subsidized adoption.	CFS Specialists & Supervisors	Classroom	√
45	Protecting Adoptive Children's Data: Permanency Review Enhancement to N-FOCUS.	1 hour	Provides direction to staff on proper entry and documentation of critical, required information on the N-FOCUS system; and the "masking" process for information for children who have been adopted.	All Child Welfare staff	Classroom	√

M. Juvenile Services

46	Youth Level of Service/Case Management Inventory	14 hours	The training is focused on the classification system for Juvenile Offenders. It includes the appropriate use and application of the YLS/CMI to determine the level of service, supervision and programming. Participants will learn to use the assessment tool that addresses the youth's (both Juvenile and Status Offender) and family's strengths and needs to develop the case plan. They will learn to use this YLS to determine the community's and the youth's safety.	CFS Specialists & Supervisors for OJS	Classroom (12 hours) N-FOCUS Website Tutorial (2 hours)	
47	OJS Specific Training	3 - 9 hours	This training provides refreshers on OJS specific topics. These could include apprehension and detention, behavioral accountability meeting, preliminary and revocation hearings	CFS Specialists & Supervisors for OJS	Classroom	
48	Gang Awareness and Worker Safety	TBD	This training will be developed for community specific issues, and be trained in colloboration with community agencies (law enforcement, schools, etc.) to help workers know more about gang issues in their community and potential threatening situations. Coordinate with local law enforcement.	CFS Specialists & Supervisors for OJS	Classroom	
49	Case Transfer for OJS	3 hours	This training cover the transfer of cases within the service area. Includes the initial case transfer tasks, meeting transfer tasks, and initial steps for a family team meeting.	CFS Specialists & Supervisors for OJS	Classroom	
50	Working with Status Offenders	6-12 hours	Trainees learn how to supervise status offenders in accordance with statute, policy, and best practice guidelines. Topics include: court and legal process, case management process, and topics specific to working with status offenders.	CFS Specialists & Supervisors for OJS	Classroom	

Supervisor Training

1	New Supervisor Training	18 hours	This 3-day course focuses on the key skills and practices leading to success in this role, including: The 5 top performance management tools; how to manage a diversity of personalities; situational leadership; the 3 essentials of an effective supervisor; and the 12 characteristics of great work teams for optimum retention and morale.	CFS Supervisors	Classroom	
2	Family Centered Practice Supervision	12 hours	Provides supervisors with information and techniques to support their workers implementing the FCP Values, Beliefs, and Principles when working with families. Includes techniques and tools for assessing the use FCP in the work and enhancing skill development.		Classroom	√
3	Structured Hiring Interview for CFS Specialists	4 hours	Covers process used to hire CFS Specialists, reviews the basic guidelines for conducting interviews, including how to prevent common rating errors, Department policy and protocol for conducting CW & JS hiring and practice using the interview tools, including applying the behavioral rating scales to simulated interviews. Provided to all hiring teams with periodic refresher sessions to maintain consistency in standards.	Hiring Team members	Classroom	
4	Supervising the CW & JS New Worker Training	2 hours	Covers the requirements of the New Worker Training for Trainees and the supervisor's responsibilities for support, documentation, feedback, instruction, analysis and evaluation of Trainees.	CFS Supervisors of Trainees	Classroom	
5	Performance Management: "Supporting Competency Development in CFS Specialist Trainees and CFS Specialists on Original Probation"	3.5 hours	Covers the typical cycle of new employee competency development; the role of the supervisor with the trainee and probationary worker, the power of feedback in shaping performance; the policy and protocol for evaluation of the trainee's and probationary worker's performance. Through a variety of interactive activities, supervisors are introduced to the component parts of the CDT and provided opportunities for practice in using the rating guide to evaluate performance scenarios.	CFS Supervisors, & Administrators	Classroom/ One on One	
6	Performance Evaluation: for Permanent CFS Specialists	3.5 hours	Covers the process of performance analysis, performance feedback and performance evaluations for permanent CFS Specialists, CFS Supervisors and CFS Administrators and how to use the Performance Evaluation form. This session addresses why performance evaluations are conducted within Child Welfare and Juvenile Services, the process and timeframes for conducting evaluations and provides the how-to's for completing each section of the evaluation tool.	CFS Supervisors, & Administrators	Classroom	

7	Effective Supervision and Effective Discipline	2 days	This training is an overview of the supervision and discipline process. It will introduce CFS Supervisors and Administrators ways to give supervisory feedback, supervisory counseling and the disciplinary process. Learn how to implement discipline in accordance with the labor contract and in order to get the desired results.	CFS Supervisors, & Administrators	Classroom	
8	Comunication for Supervisors	6 hours	This course discusses tools needed to effectively communicate when it is difficult. Includes techniques on how to have this difficult conversation without defensiveness, and how to dialogue effectively.	CFS Supervisors, & Administrators	Classroom	
9	Providing Powerful Feedback	2 hours	The practical how-to of providing performance feedback to improve and shape performance.	CFS Supervisors, & Administrators	Self-Study Workbook	
10	Retention Strategies that Work	3.5 hours	Supervisors have the opportunity to learn why employees stay in a job, the attributes of a retention supervisor, and retention strategies that will work for any supervisor, any where, and at no cost.	CFS Supervisors, & Administrators	Classroom	
11	Time Management for Supervisors	6 hours	Effective strategies for prioritizing and managing multiple conflicting demands.	CFS Supervisors, & Administrators	Classroom Workbook	
12	Team Building	3.5 hours	Explores essential elements for successful teams.	CFS Supervisors, & Administrators	Classroom Workbook	