Attachment A

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

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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)

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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 (3.5 days) Services 3 (.5 day) • Requires case-load coverage • Complete by1 year from date of hire

*▲ 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 19 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.

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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.

CHILD WELFARE & JUVENILE SERVICES 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.

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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.

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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.