



PROGRAM SUPPORT TRAINING PLAN

Nebraska Department of Health and Human Services
Division of Children and Family Services
2015-2019 Child and Family Services Plan

Department of Health & Human Services



The 2015-2019 CFSP must include a staff development and training plan in support of the goals and objectives in the 2015-2019 CFSP that addresses both of the title IV-B programs covered by the plan. This training plan also must include all training activities and costs funded under title IV-E programs as required by 45 CFR 1356.60(b)(2) and 1357.15(t). Training must be an ongoing activity and must include content from various disciplines and knowledge bases relevant to child and family services policies, programs, and practices. Training content must also support the cross-system coordination and consultation basic to the development of the CFSP.

The training plan for the 2015-2019 CFSP must include the information below:

Introduction to the Training Plan

DCFS Protection and Safety operates a Training and Professional Development Unit (training unit) that supports the goals and objectives in the Child and Family Services Plan (CFSP). Training supports the efforts to keep children safe and healthy, and to have strong, permanent connections to their families. DCFS Protection and Safety Training includes:

- Training related to the services provided to children and families under Title IV-B and Title IV-E,
- Initial In-Service (New Worker Training) and Ongoing In-Service training for all DCFS and contracted staff who deliver services to children and families that addresses the skills and knowledge base needed to carry out their duties with regard to the services included in the CFSP;
- Training for current or prospective foster parents, adoptive parents, and facility staff that care for children receiving foster care or adoption assistance under Title IV-E that addresses the skills and knowledge base needed to carry out their duties with regard to foster and adopted children.

Protection and Safety training is led by the Training and Professional Development Unit Administrator under direction of the Protection and Safety Deputy Director. This position works in collaboration among DCFS, UNL-CCFL, DHHS Human Resources and Development (HRD), Department of Behavioral Health, Department of Public Health, and other external stakeholders to ensure a coordinated effort to analyze training needs, communicate training strategies, and evaluate training effectiveness.

P & S System teams are established for each major P & S program area and training participates with each System team. The DCFS Training team works in tandem with the CQI teams to support reaching outcomes of safety, permanency and well-being. The Training System Team collaborates with NFC, DCFS program staff, Service Areas administration, the DCFS Training Team and Tribal Members.

The New Worker Training curriculum is designed for staff who provide case management using SDM® for children and families whether they are employed by the department or by any organization under contract with the department. The initial training is designed, developed, delivered, and evaluated by the DCFS, in partnership with the DHHS-HRD and the University of Nebraska at Lincoln (UNL)-Center on Children, Families and the Law

(CCFL). NFC and the DCFS Training teams coordinate their New Worker training programs and will be utilizing the same initial training program for all case managers.

The Ongoing In-Service Training for DCFS staff is provided in partnership with HRD, UNL-CCFL and other agencies who have expertise in training. All DCFS staff are required to complete 24 hours of in-service training each year. Training opportunities are made available in many areas with a variety of topics to support the outcome of having a well-qualified and trained workforce.

Supervisor Training is also provided in partnership with HRD, UNL-CCFL and other agencies. The focus of this training is on the knowledge and skills needed to provide education, administration and supervision of the work assigned to DCFS staff.

Training for those who serve as Mentors in the CFS Mentor Program is provided through the HRD and CCFL training unit. Initial training provides the background and processes for the Mentoring program for new employees in Protection and Safety. Ongoing training allows the Mentors to keep current on their skills and knowledge about Mentoring.

Foster parent pre-service training is conducted by contracted agencies providing agency supported foster care, or by the Nebraska Foster and Adoptive Parent Association (NFAPA). Historically there have been multiple training curriculums used by contracted agencies. Beginning in July, 2014, PS-MAPP and Pride are the two approved curriculums. Beginning July 1, 2015, PS-MAPP will be the only approved curriculum. PS-MAPP was in part chosen as it provides trauma informed care to prospective foster parents. Licensed foster parents must complete 12 hours of training per year during their two year licensing period. Historically ongoing training to foster parents has generally been of their choice. DHHS will consider streamlining the types of training that may be used for ongoing hours so that any training attended is relative to children in out of home care and provides foster parents with knowledge they can directly use with children placed in their home. For instance, training in the areas of child sexual abuse, utilization of psychotropic medications in children, parenting children with special needs, would be indicative of the type of ongoing training foster parents should receive. A development of approved training types will be completed and enforced to enhance foster parent's ability to safely and appropriately meet the needs of children in their care. In collaboration with DCFS, NFAPA and the Right Turn agency provide various trainings statewide which foster and adoptive parents are encouraged to attend.

For quality and consistency, Protection and Safety training is continually evaluated and enhanced through collaboration among Policy, QA, and Service Area staff. Representatives from the training unit attend the statewide CQI meetings and utilize this data as well as CCFL Training Evaluation data, to develop strategies and improve transfer of learning to ensure a well-trained and qualified workforce. Many of the strategies developed include adjustments and enhancements to initial and ongoing in-service, and supervisory training.

A description of the initial in-service training program for new or reassigned employees that includes a description of the content and scope of the classroom and work experience components of the training, as well as the duration of the initial in-service training period and the specific supports provided during this period.

Protection and Safety New Worker Training:

The current model includes three phases of training: 1) foundation training, 2) specialized training, and 3) required in-services. Foundation training includes fundamental units that all trainees are required to complete. Specialized training tracks require completion of additional units and include intake and adoption. Assignment to specialized training tracks depends on each Trainee's assigned job duties. Required in-services (RIS) include a variety of advanced topics that most everyone is required to complete either prior to working independently with families or within the first year of employment. The model is designed with the flexibility to be individualized for each Trainee. Trainees who have previous education or experience may have training requirements waived by their CFS Administrator. There are some specialized RISs that pertain only to a certain job function. Part of the value of this model are increased opportunities for field training and on-the-job shadowing.

Training sessions are conducted at various locations throughout the state to make the most effective use of staff time and program dollars. Some training units are delivered via live webinar and online self-study to reduce travel time for new worker training. Training is delivered using four primary methods: face-to-face, self-paced, webinar, and field training. The current training model includes more self-paced, webinar, and field training than previous training models. Other methods of training delivery continue to be explored and developed. All new worker training curriculum is maintained on a password-protected website and made available to all staff both DCFS and any contracted partners who provide New Worker Training.

Face-to-face training includes trainer-led training delivered in a classroom-style environment, in a computer lab, or through videotaped practice and simulation. These trainings can be anywhere from three hours to several days in length. The purpose of classroom training is to help trainees acquire new knowledge and skills in a group setting, facilitated by a trainer. Representative types of classroom training include acquisition of information presented through lecture, brief reading, video, etc.; question and answer sessions; group discussions; and activities and exercises.

The purpose of computer lab training activities is to allow trainees to become familiar with entering and using information on the Department's computer system (N-FOCUS). Computer lab training also typically involves a great deal of one-on-one supervision and feedback from the facilitators of the training.

The purpose of videotaped practice and simulation is 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 entails a great deal of one-on-

one support and feedback from the facilitators of the training. 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 require the direct facilitation of a trainer or Field Training Specialist.

Self-paced training includes structured learning activities that Trainees complete independently. They may do assignments to prepare for upcoming classroom training, learn new information and skills not covered elsewhere, or perform activities that reinforce concepts recently learned in classroom training. These activities typically occur in the Trainee's home office and include things like reading written materials; searching web sites; working through hypothetical case scenarios or case files; becoming familiar with job aids; practicing N-FOCUS navigation and documentation; and watching prerecorded, web-based training videos (created with Camtasia or Captivate). These trainings can be anywhere from three to 12 hours in length, which trainees can view in segments across multiple days.

Webinars are trainer-led training delivered via Adobe Connect or Microsoft Outlook. Trainees join the training from their home offices and participate in a virtual classroom with a trainer and other trainees across the state. For training delivered via Adobe Connect, learners typically listen to a trainer, watch slides or videos, and ask or respond to questions by typing messages to the trainer or the whole group. For training delivered via Microsoft Office, the primary difference is that learners can both see and hear the trainer and other trainees. In some sessions, conference telephone lines are utilized for two-way audio. These trainings are usually one to three hours long.

Field training includes activities to help Trainees refine their knowledge and skills through applied field experiences. Before Trainees are assigned to work with families, field training is guided primarily by the Field Training Resource Book, which includes over 200 tasks that fall into 5 types of activities: 1) talking with or observing a supervisor; 2) talking with or observing another CFS Specialist; 3) meeting specific staff, providers, or other partners; 4) looking up and reviewing specific information (e.g., case file forms, assessments, plans, narratives, reports); and 5) performing a case management task. FTSs provide support by responding to questions or concerns related to field training tasks and by occasionally helping to arrange shadowing opportunities. The Field Training Resource Book activities are flexibly scheduled around other training and shadowing opportunities.

After Trainees are assigned a limited caseload, field training is focused on getting applied experiences with their assigned families. During this time, trainees must be accompanied by an FTS, supervisor, or Mentor (when one is available) whenever they meet with families or attend court. FTSs thus spend a significant amount of time providing coaching, observing performance, and giving feedback. If there are any outstanding FTRB tasks that need to be completed, Trainees also work on those during this period.

At the completion of foundation training, Trainees may be assigned up to four families, with whom they work under close supervision by their supervisors, Field Training

Specialists (FTSs), and Mentors (where available). Prior to being promoted to work independently with families, Trainees must complete a series of early required in-services and any identified specialized training based on their job assignments. Promotion from CFS Trainee to CFS Specialist on original probation is based on the trainee's Service Area Learning Team members' decision that the Trainee is prepared to manage a caseload that gradually increases beyond four families. New Workers continue to complete remaining required in-services throughout the first year of employment.

The mission of the CFS Mentor Program is to support Trainees by matching them with experienced workers who will guide and support the Trainees during their entry into the work of DCFS. The purpose of this program is to work in collaboration with the Trainers and Field Training Specialists to assist Trainees in becoming effective in providing quality services to children and families. In addition, the CFS Mentor provides support to the CFS Supervisor by assisting with oversight, guidance, and consultation to CFS Specialists. Each DCFS Service Area has designated a pool of trained Mentors. A Mentor may be assigned no more than two Trainees and their caseload is reduced during the time they serve as an active Mentor. Mentors are identified, but not assigned at the time a Trainee begins work. Mentors may attend the first and second SALT meetings to be kept aware of training progress and prepare for mentoring responsibilities. A Mentor becomes active and takes on the mentoring responsibilities at the time the Trainee is assigned families. A Mentor remains active a maximum of 6 months from the time the Mentor and Trainee are paired. The Mentor's salary is increased 5% as an in-grade salary adjustment for the time a Trainee is assigned. To be eligible for the salary adjustment, Mentors must devote a minimum of 50% of their work time to mentoring responsibilities.

To support training, supplemental materials are identified, developed, or updated by CCFL curriculum development staff on an ongoing basis. New worker training resources include: 1) a syllabus that includes descriptions and learning objectives of individual training units, assignments, and class requirements; 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, Field Training Specialists, and mentors to use in overseeing individual trainees and their progress (known as the Service Area Learning Team (SALT) Book); 5) Child Welfare and Juvenile Services Glossary; and 6) a compilation of selected Nebraska statutes pertaining to child welfare and juvenile justice (known as the Red Book). Specific resources include the Case Management Desk Aid, Be Effective in Juvenile Court: Guide to Practice and Process, Indian Child Welfare Act: A Case Management Guide, Medical Services Handbook, Managing Psychotropic Medications Guide, Mental and Physical Conditions Encountered in Child Protection and Juvenile Justice.

The PS/OJS Training Tools Webpage provides resources and links to other webpages for CFS staff. Materials on this page are developed for training and are made available on the webpage as references to enhance the work with children, youth and families. This webpage is frequently updated and resources added as they become available.

The Protection and Safety & Juvenile Services New Worker Training materials are made available in paper and electronic versions to both trainers and trainees. Packaged sets of training materials are delivered or shipped to training sites across the state. Electronic access to training materials is available through the password protected CCFL Training website (<http://ccfl.unl.edu/services/training/>) and through the CCFL server, which serves as an archive. These resources allow identified individuals access to the training materials, calendars, records, and group management information, as well as links to DHHS policy, guidebook, and memos on an as-needed basis.

To support trainees, training materials are available on a Training Electronic Device (TED). TEDs (laptop computers) are distributed to trainees on their first day of training. The TED is available to the New Worker for their first year of employment while they complete all of the training requirements. The TED holds all necessary training documents and is used for note taking, classroom activities, access to resources and entering data into the N-FOCUS system. Tribal workers who attend New Worker Training with P & S Trainees are loaned a TED for use during classroom training.

Evaluation of New Worker Training by Trainees and Supervisors

Evaluation of the training program is conducted in several ways:

Unit Evaluations

Trainees provide ratings to indicate their level of agreement with statements regarding the trainer and training. Although specific questions vary by training method (e.g., face-to-face, self-paced), generally they target trainer behavior (e.g., clarity, preparedness, respectfulness), training content and delivery, perceived utility, and motivation to transfer. Trainees may also provide written comments about these or any other aspect of training on which they choose to comment. Ratings and comments are carefully and continually monitored to identify areas of strength and weakness.

Field and Post-Training Evaluations

Trainees and supervisors provide ratings and written feedback regarding their perceptions of the field phases of training by completing online surveys. These surveys supplement individual unit evaluations during the field phases of training and evaluate perceptions of the delivery and value of field-based training and, in some cases, other aspects of the training model. There are two surveys, to measure perceptions of: 1) the foundation field training and 2) field training while doing case management with a limited caseload. Trainees and supervisors also provide ratings and written feedback about their overall perceptions of the training model by completing an online evaluation survey at the end of training. These surveys are described in detail below:

Survey	Respondents and Timing	Survey Content
Foundation Field Training Survey	Completed by trainees after the field portions of foundation training	Availability of supervisor for observation, availability of coworkers for observation, FTS availability to answer questions and give direction, access to necessary people and information to complete FTRB tasks, and overall value of field learning experience
4 Cases Field Training Survey	Completed by trainees and supervisors after approximately 4 weeks of having a limited caseload	<p>Trainee Survey: Value of classroom training, value of self-study training, value of field training, overall preparedness, time and opportunity to complete Field Training Resource Book activities, time to complete RIS training, appropriateness of early RIS topics, discussion of first cases with SALT, FTS availability and feedback, mentor availability and feedback, supervisor availability and feedback, time to do casework, and availability of someone to accompany trainee to court</p> <p>Supervisor Survey: Amount and type of training, participation in SALT meetings, number of training cases, protected training time for RIS, appropriateness of early RIS topics, discussion of first cases with SALT, FTS availability and feedback, mentor availability and feedback, supervisor availability and feedback, time to do casework, and availability of someone to accompany trainee to court</p>
End-of-Training Survey	Completed by trainees and supervisors at the end of all training (one year after beginning training)	Sufficiency of training prior to cases, timing and sequence, availability of in-services, time to attend, duration, content coverage, utility, overall preparedness, use of training resources, performance feedback, and value of individualized training plan

Evaluation of Trainee Attitude & Behavior

Following each unit of face-to-face 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.

Trainee Knowledge and Skills Assessments

All trainees are asked to submit application questions for Practice Principles for PSJS and N-FOCUS Overview home office activities. Structured skill demonstrations are performed in Court Report Components and Parenting Time Plan, Interviewing, Initial Assessment N-FOCUS, Ongoing N-FOCUS, Testifying at Adjudication, Testifying at Review Hearing, Juvenile Services Specialization, and Maltreatment: Dynamics & Effects, Recognizing and Documenting Physical Abuse. Multiple-choice knowledge assessments are administered for Case Management 1 and 2, Interviewing Pre-Work, Testifying Techniques, Gathering and Corroborating Information, and Juvenile Services Pre-Work. Informal knowledge and skill evaluation occurs routinely in all training units.

For some skill assessments (e.g., interviewing and testifying), Trainees receive immediate trainer feedback in class or lab. For other skills assessments and application questions, Trainees must wait for their performance to be scored outside of class. When knowledge tests are administered, correct answers are reviewed and Trainees know immediately how they performed. 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 assessment scores are shared by the FTS through Trainee Progress Reports.

Trainee Progress Reports

For new worker training, a summary of trainee 1) attitude and behavior and 2) knowledge and skills assessment results are compiled numerous times during training. These reports are prepared by the CCFL assessment team and are forwarded to the assigned Field Training Specialists (for DHHS), who share the results with supervisors.

Competency Development Tool

The Competency Development Tool (CDT) is a performance evaluation and probationary planning instrument that assesses 1) a sample of Trainee's job tasks representing 17 different performance dimensions and 2) the DHHS values and core competencies. 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. With input from the FTSs, Supervisors complete the CDT when the Trainee's SALT decides that he or she is ready for promotion to CFS Specialist on original probation (after completing foundation and early RIS trainings and after demonstrating success in managing a limited caseload, typically around 4–6 weeks after assuming cases). 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.

The training team maintains qualifications as trainers for Department-initiated or mandated procedures and evidenced based training, including

- Structured Decision Making® (SDM),
- Youth Level of Service/Case Management Inventory (YLS/CMI),
- Mandt® System
- Child Adolescent Needs and Strengths© (CANS)

- Child Passenger Safety Technician

For all types of training (e.g., training for individuals preparing for employment, initial in-service training, ongoing in-service training, foster/adoptive/guardianship provider training, and the additional categories of short-term training authorized in section 474(a)(3)(B) of the Act) include the following information in the training plan:

- a brief, one-paragraph syllabus of the training activity;
- indication of the specifically allowable title IV-E administrative functions the training activity addresses;
- indication of the setting/venue for the training activity;
- indication of the duration category of the training activity (i.e., short-term, long-term, part-time, full-time);
- indication of the proposed provider of the training activity;
- specification of the approximate number of days/hours of the training activity;
- indication of the audience to receive the training (see discussion above expanding the list of eligible trainees);
- description of estimated total cost; and

See Training Plan Attachment A – 2014-2019 CFSP New Worker Training, Training Plan Attachment B – 2014-2019 CFSP In-Service Training

- cost allocation methodology.

Currently Nebraska is claiming Title IV-E training at 50% and will not revise its Title IV-E training claiming methodology prior to any discussions with ACF's Regional Office in conjunction with updating Nebraska's PACAP.

Child Abuse Neglect Institute

DCFS is continuing to explore using Title IV-E training for the Child Abuse Neglect Institute Training for professionals serving in Nebraska's Judicial System. The Child Abuse and Neglect Institute (CANI) was created to provide training in dependency court best practices for judicial officers. CANI is aimed at judges who have been newly assigned to child abuse and neglect/dependency cases, or judges who have been presiding over these cases for some time and who want the latest information about best practice in this area.

CFSP Protection and Safety New Worker Training

Allocation Methodology for the costs of these courses are allocated based on the FFP rate in accordance with the Title IV-E Training Plan and allocated through the state P-CAP with adequate supporting documentation.												
Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
Week One FOUNDATION TRAINING All trainees Complete all units												
INTFT	Introduction to Protection and Safety & Juvenile Services (PSJS)	Trainees are introduced to the field of Protection and Safety and Juvenile Services and the case management process as well as the training expectations. Topics include mission, case management process, the differences between safety and risk, types of families and youth served, definitions of maltreatment, effects of maltreatment, and definitions of the language used in PSJS work. Trainees have an opportunity to discuss their emotional and physical reactions to maltreatment.	Child abuse overview, communication skills, eligibility determinations, social work practices	75%	9	Classroom	HRD Trainers CCFL Trainers	Long Term	CFSS Trainees	12	\$3,150	\$37,800
MXDFT	Introduction to the Dynamics and Effects of Maltreatment	Trainees begin learning about maltreatment with a consideration of the dynamics and effects of strong and failed attachments. They discuss supporting parents and protecting and enhancing attachment formation as a way to reduce injury to children. Topics include: cultural practices and medical conditions that may be mistaken for or associated with maltreatment, the connection between chronic crying and abusive head trauma, and observing and recording evidence of maltreatment using text and sketches.	Child abuse and neglect issues, effects of separation, grief and loss, cultural competency	75%	4	Classroom	CCFL Trainers	Long Term	CFSS Trainees	12	\$1,400	\$16,800
DVBFT	Domestic Violence Basics	Trainees receive a copy of the Guide to Domestic Violence (DV), learn about the relationship of DV to child maltreatment, the dynamics of DV, signs of DV, worker safety issues, and the importance of collaboration with the domestic violence support organizations. Following the training trainees make a visit to their local domestic violence resource where they discuss the importance of collaboration and the details of the referral process.	Domestic violence	75%	2	Classroom	HRD Trainers CCFL Trainers	Long Term	CFSS Trainees	12	\$700	\$8,400
MA1FT	The Mandt System®	Trainees acquire fundamental knowledge and skills related to building healthy relationships, building healthy communication, and building healthy conflict resolution.	Communication skills	75%	6	Classroom	CCFL Trainers	Long Term	CFSS Trainees	12	\$2,100	\$25,200
WS2FT	Worker Safety	As case managers, trainees learn about potential threats to their safety from people, animals, and the environment. They review appropriate strategies for preventing, recognizing, and responding to worker safety threats and then focus on current safety issues in the local offices and surrounding areas.	Worker safety	50%	3	Classroom	CCFL Trainers	Long Term	CFSS Trainees	12	\$1,050	\$12,600

CFSP Protection and Safety New Worker Training

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
Week Two FOUNDATION TRAINING All trainees Complete all units and required field experiences												
FTOFT	Field Training: Orientation	Trainees work with their local identified SALT (Service Area Leadership Team) consisting of the Field Training Specialists (FTSs), Supervisors, and mentors (where/when assigned). Field activities include becoming acquainted with local office personnel and protocols, completing assignments required by Human Resources, attending/participating in the first (pre-training) SALT meeting, assisting in developing their Individualized Training Plan (ITP) with the SALT team, registering for training on LINK-EDC with the help of their supervisor, as identified by the ITP; completing initial field learning & orientation activities as outlined in the Field Training Resource Book (FTRB); and completing home-office activities.	Case Management, social work practice, family centered practice	75%	24	Field Learning	CCFL Field Training Specialists	Long Term	CFSS Trainees	12	\$8,400	\$100,800
PRAFT	Practice Principles for PSJS	Trainees learn key principles of eight important practices in Protection and Safety and Juvenile Services: safety, permanency, and well-being; family centered practice; complying with legal requirements; ensuring timeliness; collaborating with partners; maintaining confidentiality; and working safely and professionally.	Family centered practice, confidentiality	75%	0	Self-Paced Learning	HRD Trainer CFS Trainer	Long Term	CFSS Trainees	12	\$0	\$0
NFOFT	N-FOCUS Overview	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, case and person detail, and case management.	SACWIS	75%	0	Self-Paced Learning	HRD Trainer CCFL Trainer CFS Trainer	Long Term	CFSS Trainees	12	\$0	\$0
SUDFT	Substance Use Disorders	Trainees access and complete five modules offered by the National Center on Substance Abuse and Child Welfare entitled Understanding Substance Use Disorders, Treatment and Family Recovery: A Guide for Child Welfare Professionals.	Substance abuse	75%	0	Self-Paced Learning	CCFL Trainer	Long Term	CFSS Trainees	12	\$0	\$0
DOMFT	Dangers of Methamphetamine	Trainees learn the signs of home manufacture of methamphetamine and the dangers created by the use and manufacture of methamphetamine by reviewing a desk reference guide and answering questions on the content. Includes what to do when Meth is discovered in a home.	Worker safety	50%	1	Self-Paced Learning or webinar	CCFL Trainer	Long Term	CFSS Trainees	12	\$350	\$4,200
NCRFT	Nebraska Caregiver Responsibilities (NCR)	Trainees will learn how to use the NCR to identify the foster parents' capabilities and responsibilities in meeting the needs of the child placed in their home. This will include the process for completing the NCR, time frames for completion and documentation. Included is an activity to receive feedback on the trainee's ability to complete the form accurately.	Foster Care rate setting, referral to services	75%	2	Webinar or Online self-study	CCFL Trainer CFS Trainer	Long Term	CFSS Trainees	12	\$700	\$8,400

CFSP Protection and Safety New Worker Training

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Week Three FOUNDATION TRAINING All trainees Complete all units												
CM1FT	Case Management 1 (continues, see Case Management 2)	Trainees learn about case management as a CFS Specialist. Topics include the fundamentals of Structured Decision Making® (SDM) including Household and Caregiver definitions, safety assessments and safety planning, removal and placement overview, and the Assessment of Placement Safety and Suitability Assessment. They also learn about placement, placement change, and permanency planning focusing on the best interest of the child/youth. Topics include least restrictive setting, educational placement, sibling placement, prioritizing placement with relatives, and IV-E eligibility. Trainees learn to complete forms related to placement.	Case Management, assessments to determine removal from the home, placement of child, referral to services, permanency planning, visitation, communication skills, preserve and strengthen the family, foster care candidate determinations, pre-placement activities	75%	18	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$6,300	\$75,600
IPWFT	Interviewing Pre-Work	Trainees prepare for interviewing training by reading Interviewing: Relationship Building and Information Gathering.	Communication skills, family centered practice, social work practice	75%	0	Self-Paced Learning	CCFL Trainer	Long Term	CFSS Trainees	12	\$0	\$0
Week Four FOUNDATION TRAINING All trainees Complete unit and all required field experiences												
FTIFT	Field Training: Initial Assessment	Trainees work with Field Training Specialists (FTSs), Supervisors, and mentors. Field activities include shadowing, observing documentation being entered on N-FOCUS, and completing tasks in the Field Training Resource Book. As trainees gain experience they become more involved in case management tasks. Under supervision, they practice writing narratives, review completed documents and SDM tools, and shadow and observe initial assessments with co-workers or mentors.	Case Management, assessments to determine removal from the home, placement of child, referral to services, permanency planning, visitation, communication skills, preserve and strengthen the family, foster care candidate determinations, pre-placement activities	75%	34	Field Learning Activity: FTRB	CCFL Field Training Specialists	Long Term	CFSS Trainees	12	\$11,900	\$142,800
INVFT	Interviewing	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	Communication skills, family centered practice, social work practice	75%	6	Classroom Videotaped Practice & Simulation	CCFL Trainer CFS Trainer HRD Trainer	Long Term	CFSS Trainees	12	\$2,100	\$25,200

CFSP Protection and Safety New Worker Training

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
Week Five FOUNDATION TRAINING All trainees Complete all units												
JCPFT	Nebraska Juvenile Court Process Overview	Trainees are introduced to the Nebraska Juvenile Court Process. Topics include the steps in the legal process, the role of the courts in relation to Protection and Safety, and definitions of relevant legal terminology.	Preparation/participation in judicial determinations, fair hearings and appeals, confidentiality	75%	9	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$3,150	\$37,800
15	Case Management 2 (continues from Case Management 1)	Trainees learn about case management during the Ongoing phase of the work. Topics include: policy and procedure for Ongoing, case transfer, genograms and eco-maps, self-determination, SDM FSNA, case planning, permanency objectives, concurrent planning, Family Team Meetings, informal and formal resources and service providers, service referrals, service authorizations, court report, Parenting Time Plan, measuring progress, ICPC and ICJ, required contacts, SDM Reunification Assessment, placement change, SDM Risk Reassessment, and case closure.	Case Management, assessments to determine removal from the home, placement of child, referral to services, permanency planning, visitation, communication skills, preserve and strengthen the family, foster care candidate determinations, pre-placement activities	75%	18	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$6,300	\$75,600
Week Six FOUNDATION TRAINING All trainees Complete all units and required field experiences												
FTOFT	Field Training: Ongoing	Trainees work with Field Training Specialists (FTSs), Supervisors, and mentors. Field activities include: shadowing; observing documentation being entered on N-FOCUS, home visits, and family team meetings; attending court hearings; and introductions to local resources, teams, and interventions. As trainees gain experience they become more involved in case management tasks. Under supervision, they practice writing narratives and review completed documents (SDM tools, court documents, etc.).	Case Management, assessments to determine removal from the home, placement of child, referral to services, permanency planning, visitation, communication skills, preserve and strengthen the family, foster care candidate determinations, pre-placement activities	75%	30	Field Learning Activity: FTRB	CCFL Field Training Specialists	Long Term	CFSS Trainees	12	\$10,500	\$126,000
GCIFT	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.	Case management, communication skills	75%	0	Self-Paced Learning	HRD Trainers	Long Term	CFSS Trainees	12	\$0	\$0
INCFT RISIC	Interviewing Children	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, suggestibility, minimal facts interviewing, and involving the Child Advocacy Centers.	Communication skills, family centered practice, social work practice	75%	6	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$2,100	\$25,200

CFSP Protection and Safety New Worker Training

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
INTAKE SPECIALIZATION Foundation Training is a prerequisite Complete this unit prior to working with families requiring intake services												
SPINT	Intake Specialization	Trainees participate in a specialized training on the abuse/neglect intake referral and acceptance process. Topics include phone etiquette, customer service, interviewing for effective data gathering, decision making, and use of SDM screening and prioritization tools for Child and Adult Protective Services.		0%	12	Classroom	HRD Trainer	Long Term	CFSS Trainees	12	\$4,200	\$50,400
ADOPTION SPECIALIZATION Foundation Training is a prerequisite Complete all units prior to working with families requiring adoption services												
SPAD1	Permanency Through 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.	Placement of child, foster care candidate determination, adoption assistance, case management	75%	10	Webinar	HRD Trainer	Long Term	CFSS Trainees	12	\$3,500	\$42,000
SPAD2	Adoption Specialization	Trainees learn about the case management and post-placement supervision responsibilities of the adoption worker. They also learn the process and procedures necessary to use the adoption exchanges and how to make an adoptive placement, determine eligibility for subsidy, develop subsidy agreements, discuss openness, and finalize adoptions.	Placement of child, foster care candidate determination, adoption assistance, case management, post placement activities, subsidy payments, adoption exchange,	75%	8	Webinar	HRD Trainer	Long Term	CFSS Trainees	12	\$2,800	\$33,600
BRIDGE TO INDEPENDENCE SPECIALIZATION Foundation Training is a prerequisite Complete this unit prior to working with young adults accessing Bridge to Independence Program services												
SPBTI	Bridge to Independence Program	Participants learn how to support young adults during their transition into self-sufficiency. The training addresses the Bridge to Independence process and case management steps when working with young adults between 19 and 21 years of age. Case management will continue to address needs identified in the Independent Living Transition Proposal that was created prior to the youth's 19th birthday. It will include a written description of additional resources that will help the young adult in creating permanent relationships and preparing for the transition to adulthood and independent living.		0%	24	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$8,400	\$100,800

CFSP Protection and Safety New Worker Training

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
NOTE: All of the following Required In-Services are available to meet in-service training requirements for any CFS Staff.												
EARLY REQUIRED IN-SERVICES All trainees Complete all units prior to working independently with families												
RIST1	Testifying Techniques	Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. They first learn the overall hearing process and then discuss the pre-hearing steps. They then learn specific techniques for providing credible testimony and practice giving basic testimony about their training and work experience.	Preparation/participation in judicial determinations, fair hearings and appeals	75%	0	Self-Paced Learning	CCFL Trainer	Long Term	CFSS Trainees	12	\$0	\$0
EARLY REQUIRED IN-SERVICES Initial Assessment Complete prior to working independently with families requiring initial assessment services												
RISNI	Initial Assessment: N-FOCUS	Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management during Initial Safety Intervention. They become familiar with creating a case and entering narratives and required contacts. Topics include CFS program case registration, family relationships, family functioning narratives, safety assessment, safety planning, risk assessment, kinship narrative, intake findings, organization investigation and assessments, removal and placement, approved informal living arrangement and service referral, and case closure.	SACWIS, automated system	75%	0 read/practice 6 assess skills	Self-Paced Learning or Classroom Assessment	CCFL Trainers HRD Trainers CFS Trainers	Long Term	CFSS Trainees	12	\$2,100	\$25,200
RIST2	Testifying at Adjudication: Pre-Work	In advance of simulated courtroom experience, trainees prepare to testify at adjudication by familiarizing themselves with case data.	Preparation/participation in judicial determinations, fair hearings and appeals	75%	0	Self-Paced Learning	CCFL Trainers	Long Term	CFSS Trainees	12	\$0	\$0
RIST3	Testifying at Adjudication	Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Trainees identify relevant individuals in the case and prepare documentation to support the allegations in the petition. They review effective testifying techniques and practice direct and cross examination. 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.	Preparation/participation in judicial determinations, fair hearings and appeals	75%	6	Classroom Videotaped Practice & Simulation	CCFL Trainers CFS Trainers	Long Term	CFSS Trainees	12	\$2,100	\$25,200

CFSP Protection and Safety New Worker Training

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
EARLY REQUIRED IN-SERVICES Ongoing Complete prior to working independently with families requiring ongoing services												
RISNO	Ongoing: N-FOCUS	Trainees acquire knowledge and skills necessary for N-FOCUS documentation of case management. Topics include: removal and placement of a child, Parenting Time Plan, contracted organization assignments, Family Strengths and Needs Assessment (FSNA), case plan and court report, safety assessment, safety plan, reunification assessment, risk reassessment, prevention assessment, assessment of placement safety and suitability, Independent Living Plan, Service Referral, and Alerts. They also learn how to enter required contacts in N-FOCUS.	SACWIS, automated system	75%	0 read/practice 6 assess skills	Self-Paced Learning or Face-to-Face (Lab) Assessment Contacts:	CCFL Trainers HRD Trainers	Long Term	CFSS Trainees	12	\$2,100	\$25,200
RIST4	Testifying at Review Hearing: Pre-Work	In advance of simulated courtroom experience, trainees prepare to testify at review hearing by familiarizing themselves with case data.	Preparation/participation in judicial determinations, fair hearings and appeals	75%	0	Self-Paced Learning	CCFL Trainers	Long Term	CFSS Trainees	12	\$0	\$0
RIST5	Testifying at Review Hearing	Trainees acquire knowledge to help them prepare for and participate in judicial proceedings. Trainees identify relevant individuals in the case. They review current court orders to develop new recommendations and prepare to defend current recommendations to the court. They refine testifying techniques and practice direct and cross examination. 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.	Preparation/participation in judicial determinations, fair hearings and appeals	75%	6	Face-to-Face Videotaped Practice & Simulation	CCFL Trainers CFS Trainers	Long Term	CFSS Trainees	12	\$2,100	\$25,200
RISAL	Attachment and Loss	Trainees learn about the development of attachments, the recognition and consequences of insecure attachments, ways of protecting and enhancing attachment formation, and the recognition and support of mourning. A desk reference guide on the topic will be provided.	Effects of separation, grief and loss	75%	1.5	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$525	\$6,300
RISED	Early Child Development and CAPTA	Trainees learn about development in the first five years, the reading of the Denver development scoresheet, CAPTA requirements, and the Early Development Network (EDN). Upon completion of this activity, the trainees make a visit to their local EDN. A desk reference guide on the topic will be provided.	Child development	75%	1.5	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$525	\$6,300

CFSP Protection and Safety New Worker Training

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
Under construction	Domestic Violence:	Under development	Domestic Violence	75%	3?	?	CCFL Trainer HRD Trainer	Long Term	CFSS Trainees	12		
RISTR	Termination of Parental Rights and Reasonable Efforts	Trainees learn the statutory guidelines to Termination of Parental Rights (TPR) in Nebraska. They learn about the different grounds for TPR and best interests, and how to apply the statute to cases.	Preparation/participation in judicial determinations, fair hearings and appeals	75%	03-Feb	Webinar	CCFL Trainers	Long Term	CFSS Trainees	12	\$1,050	\$12,600
RISNF	Identify and Notify the Father (non-custodial parent)	Trainees learn when and how to identify father in a DHHS case and how to properly notify a parent of juvenile court action.	Preparation/participation in judicial determinations	75%	02-Jan	Webinar	CCFL Trainers	Long Term	CFSS Trainees	12	\$700	\$8,400
RISIW	Indian Child Welfare Act (ICWA): Part 1	Trainees learn about the Indian Child Welfare Act (ICWA). Topics include when ICWA applies, tribal involvement, and how to comply with ICWA.	Cultural competency	75%	3	Webinar	CCFL Trainers	Long Term	CFSS Trainees	12	\$1,050	\$12,600
RISI2	Indian Child Welfare Act (ICWA): Part 2	Continued from Part 1.	Cultural competency	75%	3	Webinar	CCFL Trainers	Long Term	CFSS Trainees	12	\$1,050	\$12,600
RISPP	Permanency Planning in Juvenile Court	Trainees learn about the distinction between and how to support in court each of the permanency options: adoption, guardianship, independent living, and self-sufficiency with supports.	Preparation/participation in judicial determinations, fair hearings and appeals	75%	05-Apr	Classroom	CCFL Trainers	Long Term	CFSS Trainees	12	\$1,750	\$21,000
RISCT	Critical Thinking in Case Analysis	Trainees build critical thinking skills needed for gathering and analyzing necessary information throughout the case process. They learn the basics of case analysis in order to assess safety, permanency, and well-being.	Case management, communication skills, cultural competency	75%	12	Classroom	CCFL Trainers HRD Trainers	Long Term	CFSS Trainees	12	\$4,200	\$50,400
RISWL	Worker Liability	Trainees learn about their professional liability as CFS Specialists.	Ethics, confidentiality	75%	2	Classroom	CCFL Trainers DHHS Legal	Long Term	CFSS Trainees	12	\$700	\$8,400

CFSP Protection and Safety New Worker Training

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
REQUIRED IN-SERVICES All trainees Complete within first year of employment												
RISCC RISRF	Communicating with the County Attorney	Trainees will learn the different methods to communicate with the county attorney and how to successful write an affidavit, letter, and request to file.	Preparation/participation in judicial determinations, fair hearings and appeals, communication skills	75%	3	Webinar	CCFL Trainers	Long Term	CFSS Trainees	12	\$1,050	\$12,600
Under construc tion	Trauma-Informed Care	Trainees learn about the incidence and presentation of sexual abuse and the appropriate triage role for workers in cases of sexual abuse. Awareness of benefits of trauma-focused treatment, important role of mental health in maltreatment and family dynamics, trauma from maltreatment, sexual abuse issues, possibly include advanced attachment and loss concepts, etc.	Impacts of child abuse and neglect, mental health, substance abuse, effects of separation, child development	75%	?	TBD	CCFL Trainer	Long Term	CFSS Trainees	12		
RISCF	Child and Family Services Review (CFSR)	Trainees learn details and the purpose of the Federal Children and Family Services Review (CFSR). Trainees learn how case management practices relate to each of the three main outcomes measured in the CFSR (safety, permanency, and well-being).	IV-E Policies and Procedures	75%	4	Classroom	HHS QA Staff	Long Term	CFSS Trainees	12	\$1,400	\$16,800
RISSS	Schools and Special Education	Trainees learn the impact of special needs on a family, the requirements of Rule 51, IEP and IFSP development, and the importance of advocating for a child in the special education system. Policies relating to schools and education will be reviewed. A desk reference guide on the topic will be provided.	Well-Being, preserve and strengthen the family, referral to services	75%	1.5	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$525	\$6,300
RISAD	ADHD	Trainees learn the development of attention as a normal developmental process and as a diagnosis, considerations in dealing with a child with ADHD. A desk reference guide on the topic will be provided.	Mental Health, referral to services	75%	0	Self-Paced Learning	CCFL Trainer	Long Term	CFSS Trainees	12	\$0	\$0
RISSM	Sensitive Adolescent Issues in Policy	Trainees learn the policies related to birth control, sex education, abortion and HIV, and explore the complex situations these issues may present.	Preparing of independent living, child development	75%	0.5	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$175	\$2,100
RISCB	Challenging Behavior and Discipline	Trainees learn the characteristics and dynamics of challenging behavior and considerations and recommendations for the use of corporal punishment as a discipline strategy. A desk reference guide on the topic will be provided.	Child development, mental health, substance abuse, cultural competency	75%	1	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$350	\$4,200

CFSP Protection and Safety New Worker Training

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
RISRR	Recognizing and Referring Mental Health Problems	Trainees learn the concept of evidence based mental health treatment, the treatments with the strongest evidence base, and the strategies and interventions most often needed by children who have been maltreated. A desk reference guide on the topic will be provided.	Mental Health, referral to services	75%	2	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$700	\$8,400
RISDS	Disability Services	Trainees learn about the most important services in addition to special education which are available for state wards with disabilities. A desk reference guide on the topic will be provided.	Child development, cultural competency, mental health, referral to services	75%	0	Self-Paced Learning	CCFL Trainer	Long Term	CFSS Trainees	12	\$0	\$0
RISPM	Managing Psychotropic Medication	Trainees learn the most important considerations when working with families and physicians of children who are receiving psychotropic medication including classes of medication, target effects and side effects and important communication strategies. A desk reference guide on the topic will be provided.	Mental health, substance abuse, referral to services	75%	2 hours 40 min.	Pre-work: Self-Paced Learning plus Webinar	CCFL Trainer	Long Term	CFSS Trainees	12	\$910	\$109,20
RISMB	Medicaid Basics and Medical/Surgical Services	Trainees learn the basics of Medicaid services, the types of medical and surgical services available to children, and issues related to managed care in Medicaid. A Handbook of Medical Services is provided.	Case Management, referral to services	75%	1.5	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$525	\$6,300
RISMH	Medicaid MH/SA Services	Trainees learn the mental health and substance abuse services available from Medicaid, the role of Magellan in managing the care.	Case Management, referral to services	75%	1.5	Classroom	CCFL Trainer	Long Term	CFSS Trainees	12	\$525	\$6,300
RISIL	Transitioning Youth to Independent Living and Self-Sufficiency	Trainees learn about preparing youth to live independently. Topics include determining eligibility for independent living, identifying a transition team, planning with youth and transition team, providing key documents, and maximizing independent living services and resources. Plan topics include education, employment, health care, finances, housing, relationships, and adult services.	Preparing for Independent Living	75%	6	Classroom	CCFL Trainers	Long Term	CFSS Trainees	12	\$2,100	\$25,200

Protection and Safety In-Service Training

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Allocation Methodology for the costs of these courses are allocated based on the FFP rate in accordance with the Title IV-E Training Plan and allocated through the state P-CAP with adequate supporting documentation.

Course Number	Course Title	Course Description	Title IV-E Administrative Function that the Training Serves	Base FFP Rate	Hrs	Venue	Trainer(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
25PSJS65	SDM Refresher - Effective Safety Planning	Provides an explanation of the SDM interventions and how they relate not only to the type of safety plan but also to the correct safety decision. Look at the safety plan narratives and the specific information to be documented within each narrative. These narratives are reviewed for both in-home and out-of-home safety plans, including documentation on N-FOCUS. Appropriate safety plan monitors are discussed as well as the types of background checks to be completed.	Assessment to determine whether a situation requires a child removal from the home (not related directly to conducting a child abuse and neglect investigation)	75%	1	Webinar and Self Study	HRD & CCFL Trainers	Long Term	CFS Specialist & Supervisors	4	\$350	\$1,400
	SDM Refresher - Family Strengths and Needs Assessment	Review of the process, procedure and policy for completion of the FSNA in preparation for the development of the case plan or family plan with a family.	Development of Case Plan	75%	2	Webinar	CCFL Trainer	Long Term	CFS Specialists	4	\$700	\$2,800
25PSJS70	Case Management Refresher: Case Plan Training	Conduct a Family Strengths and Needs Assessment interview with a family as well as how to appropriately gather the needed information to accurately complete the assessment. Focus on using the FSNA to create and develop a case plan with the family with goals and strategies that are written with the family to address the family's needs while building on their strengths. Identify Critical Needs and how to address areas of need the family is not currently willing to address.	Development of Case Plan	75%	3	Classroom	CCFL Trainer & Field Training Specialists	Long Term	CFS Specialists & Trainees	4	\$1,400	\$5,600
25CFSS101	SDM Refresher - Assessment of Placement Safety and Suitability Training (APSS) and Organization Related Investigations	Reviews policy, protocol, and N-FOCUS for the SDM Assessment of Placement Safety and Suitability and Organization Related Investigations. Provides instruction of how to complete an Organization Related Investigation and documentation on N-FOCUS	Assessment to determine whether a situation requires a child removal from the home	75%	3	Classroom	HRD Trainer	Short Term	CFS Specialists, & Supervisors, Resource Development Workers & Supervisors	4	\$1,050	\$4,200
25PSJS82	SDM Refresher - Reunification Assessment	Understand the why, when, and how of completing the Reunification Assessment.	Permanency planning including using kinship care	75%	1	Webinar	CCFL Trainer	Long Term	CFS Specialists & Supervisors	4	\$1,400	\$5,600
25PSJS71	SDM Quality Narratives	Addresses how the narrative in N-FOCUS supports the SDM assessment. Provided with a description of content for each narrative field.	Assessment to determine whether a situation requires a child removal from the home, SACWIS system training	75%	1.5	Classroom	QA Trainers	Long Term	CFS Specialists & Supervisors	2	\$525	\$1,050
25PSJS72	Approved Informal Living Arrangement	Provides a review of the appropriate utilization of an informal living arrangement and how it is documented on N-FOCUS.	Permanency planning including using kinship care	75%	1	Webinar	HRD Trainer	Long Term	CFS Specialists & Supervisors	4	\$1,400	\$5,600

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Course Number	Course Title	Course Description	Title IV-E Administrative Function that the Training Serves	Base FFP Rate	Hrs	Venue	Trainer(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
25PSJS68	Case Status Determination	Assigning the finding, expungement process, narrative supporting findings. Building info around each finding and how to explain this to families. Responding to the courts about differences in findings and the court's orders	Eligibility determinations, and re-determinations	75%	3	Classroom	HRD Trainer	Long Term	CFS Specialists & Supervisors	4	\$1,050	\$4,200
25PSJS63	SDM Overview	Provide an overview of the SDM assessment tools and how they apply to case management for staff who work with CFS Specialist, but do not do case management. Focus on the SDM assessment tools and how they apply to case management. Encourage the understanding of how these SDM tools are used to guide decisions made in both IA and Ongoing.	Assessment to determine whether a child requires removal from the home, social work practice	50%	10	Classroom	HRD & CCFL Trainer	Short Term	DHHS Legal, Program Specialists & Administrators, other training staff and other support staff	3	\$3,500	\$10,500
25PSJS57	Engaging Families – Sensitive Subjects	Improve communication skills and how to handle the ‘sensitive subjects’ that are at times necessary to discuss with families. Introduces ways to develop the skills needed to have effective “sensitive subject” conversations. Incorporate those skills and offer scenarios to practice using those skills when encountering difficult conversations with a caregiver.	Communication skills, cultural competency, social work practice	75%	6	Classroom	CCFL Trainers	Long Term	CFS Specialists & Supervisors	4	\$2,100	\$8,400
25PSJS60	Engaging Families - Initial Safety & Risk Assessment Application	Provide CFS Specialist an opportunity to apply skills learned in Case Management 1, Interviewing and Worker Safety courses (from New Worker training). Interview parents on an abuse event, critically think about the information received and document that information on N-Focus.	Social Work practice, communication skills, assessment to determine whether a child requires removal from the home	75%	9	Classroom	CCFL Trainers	Long Term	CFS Specialists	12	\$3,150	\$37,800
	Engaging Families – Family Team Meeting	Apply the principles of family centered practice in the facilitation of family team meetings; understand how to facilitate a family team meeting; effectively talk with families about their identified safety concerns; work with families to identify outcomes, needs, and strength-based strategies in order to develop the case plan; review and analyze family team meeting documentation.	Social Work practice, communication skills,	75%	6	Classroom	HRD & CCFL Trainer	Long Term	CFS Specialists & Supervisors, Tribal workers	12	\$2,100	\$25,200
25PSJS76	Interviewing Children - Application	Improve interviewing skills when working with children. Focuses on researched structured approach for interviewing children. While not certifying trainees as forensic interviewers, it uses many of the same skills that enhance communication with and information gathering from children. Pre-requisites are Basic Interviewing and Interviewing Children from New Worker Training.	Social Work practice, communication skills	75%	6	Classroom	CCFL Trainer	Long Term	CFS Specialist & Supervisors	4	\$2,100	\$8,400
25PSJS67	Domestic Violence Interviewing	Improve workers' skills in interviewing both victims and perpetrators of domestic violence and to build understanding about how victim reports may be impacted by the circumstances surrounding domestic violence. This is a collaborative training with the Domestic Violence Program within the Office of the Courts and Probation, NE State Patrol, the Domestic Violence Coalition and DHHS.	Child abuse and neglect issues, domestic violence, family centered practice	75%	6	Classroom	HRD, Court & Probation, State Patrol, & DV/SA Coalition Trainers.	Short Term	CFS Specialists & Supervisors	1	\$2,100	\$2,100

Protection and Safety In-Service Training

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Course Number	Course Title	Course Description	Title IV-E Administrative Function that the Training Serves	Base FFP Rate	Hrs	Venue	Trainer(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
	Learning from Domestic Violence and Sexual Abuse Programs	Advocate's role in working with DV families. Defines the DV and SA programs and their roles with CFS. Discusses services available to support families and limitations to their roles. Provide an overview of the DV/SA programs across the state. DV Guide is included.	Child abuse and neglect issues, domestic violence, family centered practice	75%	1	Online recorded training		Long Term	CFS Specialist & Supervisors	ongoing	\$0	\$0
25PSJS78	Alternative Response Overview	Provide a basic description of Alternative Response concepts, including the culture change and a comparison between Alternative Response and Traditional Response.	Assessment to determine whether a child requires removal from the home	75%	2	Webinar with recording	HRD & CCFL Trainers, CFS Program Specialist	Short Term	CFS staff not in pilot areas, stakeholders and partners in community and courts	6	\$700	\$4,200
25PSJS78P	Alternative Response Primer	Provide detailed training on Alternative Response; the differences between Alternative Response and Traditional Response in the field; policy and rules and regulation on Alternative Response, as well as, the core tenants. Learn skills necessary to engage families in the Alternative Response process. Includes the changes in N-FOCUS as it relates to Alternative Response	Social work practice, communication skills, assessment to determine whether a child requires removal from the home	75%	18	Classroom	HRD & CCFL & Contract Trainers	Long Term	CFS Staff in pilot sites	12	\$6,300	\$75,600
	Ongoing Alternative Response Refreshers	Offered to keep knowledge and skills active for staff who are working with Alternative Response - Under Development	Social work practice, communication skills, assessment to determine whether a child requires removal from the home	75%	?	Classroom or Webinar	HRD & CCFL Trainers, Contract Trainers and Program Specialist	Long Term	CFS Staff in pilot sites	TDB	x \$350	
25PSJS361	Independent Living, Bridge to Independence & Resources	Learn how to support youth who are wards of the state in their transition to independent living and self-sufficiency. Topics include the main case management steps when working with youth 16-19 (determining eligibility, identifying a transition team, supporting the development and management of a youth-driven transition proposal, monitoring progress, providing key documents, and closing the case), an introduction to The Bridge to Independence program for youth ages 19-20, and an overview of local resources.	Independent Living and issues confronting adolescents	75%	6	Classroom	CCFL Trainers, Youth Trainers	Short Term	CFS Specialists & Supervisors	14	\$2,100	\$29,400
25PSJS61	Juvenile Services Specialization	Refresher for staff re-assigned to work with youth identified as juvenile offenders and living in the community with structured supervision. Learn how to supervise juvenile offenders in accordance with policy, procedure, and best practice guidelines.		0%	18	Classroom	CCFL Trainer	Long Term	CFS Specialists & Supervisors	3	\$6,300	\$18,900
	Child Care Policy and Process	Provide information about improved strategies to enhance child care policy. It will clarify the processes to determine eligibility for Child Care Services accurately. This in response to both State and Federal reviews of Child Care Cases of the need to have consistent process where there is a need for childcare.	Referral to services	75%	3	Online recorded training		Long Term	CFS Specialists, Income Maintenance Foster Care workers & supervisors	ongoing	\$0	\$0

Protection and Safety In-Service Training

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Course Number	Course Title	Course Description	Title IV-E Administrative Function that the Training Serves	Base FFP Rate	Hrs	Venue	Trainer(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
25PSJS64	Adoption: Processes and Forms	Enhances workers' knowledge on the processes, procedures and paperwork involved to free children for adoption, place children in adoptive homes, use adoption exchanges, discuss openness, discuss subsidy and develop subsidy agreements, finalize adoptions, and discuss post-adoption services	Permanency planning including using kinship care, adoption exchange, negotiation of adoption assistance	75%	3 to 9	Classroom or Webinar	HRD Trainer	Long Term	CFS Specialists & Supervisors, especially those in Permanency Units	4	\$1050 to \$3150	\$4200 to \$12600
25PSJS67	Conducting Home Studies using the Standardized Model	The process and format to conduct home studies for the licensing and approval of foster homes. Understand the reasons for making the Home Study consistent statewide; understand the new changes for the Home Study format; and be able to complete the Home Study using the Home Study Guidebook.	Home studies, licensing of foster home25PSJS67s	75%	1	Webinar with Recording		Long Term	CFS Specialists & Supervisors	ongoing	\$0	\$0
25PSJS66	Preparing for Judicial Determinations-Advanced Testifying	Address the specific challenges experienced in the courtroom on an individual basis by offering a customized testifying practice experience at either an Adjudication or Review hearing. Includes video taping, coaching during the simulation, and written and verbal feedback to prepare workers to testify in judicial proceedings. Work on testifying skill at either an Adjudication or a Review Hearing.	Preparation for and participation in judicial determinations	75%	6	Classroom	CCFL Trainers	Long Term	CFS Specialist & Supervisors	5	\$2,100	\$10,500
25PSJS69	N-FOCUS Documentation and Navigation	Become familiar with the basic structure and functionality of N-Focus and the standardized case file format or CFS family cases. Acquire knowledge and skills necessary to enter data into N-FOCUS as requested by CFS Specialist.	SACWIS system training	75%	4	Classroom	CCFL Trainers	Long Term	CFS Case Aides, Tribal Workers	2	\$1,400	\$2,800
	Understanding Substance Use Disorders, Treatment and Family Recovery	Understanding of alcohol and drug addiction, and how to identify families involved in the child welfare system as a result of parental addiction. A primer on alcohol and drug addiction, substance abuse treatment and recovery, enhancing treatment readiness and treatment effectiveness. Discuss cross-system communication and collaboration. Provide contact information for other national resources.	Substance Abuse	75%	5	Online self-study	SAMSHA developed	Long Term	CFS Professionals	ongoing	\$0	\$0
	Working with the Schools	Topics included in this series are the Education Court Report, Overview of Special Education, Verification of the need for Special Education, Behavioral Disorders, Manifestation Determination, Suspension and Expulsion, and Early Childhood Special Education.	Referral to Services, child well-being	75%	1	Webinars & online recordings	CFS Program Specialists	Long Term	CFS Specialists & Supervisors	6	\$350	\$2,100
	IV-E Training	Defines IV-E and what is required to have a child who is IV-E eligible. Explains how to make a IV-E Tribal Ward referral for opening an initial CFS program case and how to maintain IV-E eligibility.	Title IV-E policies and procedures	75%	3	Classroom	CFS Program Specialist & IMFC Worker	Long Term	Tribal Workers & Supervisors	2	\$1,050	\$2,100
	Random Moment Time Study	Describes the guidelines and use of the RMTS process.		0%	1	Online Self Study		Long Term	CFS Specialists Resource Developers & Supervisors	ongoing	\$0	\$0
25CWJS66	Domestic Violence -Safe and Together: Skill Training Day	provide an overview of the Safe and Together Model and allow participants to practice the acquired skills and have discussion in regards to barriers and strategies for implementation of the model into daily case work.	Domestic Violence, child abuse and neglect issues	75%	7	Classroom	Contracted Trainer	Long Term	CFS Specialists & Supervisors	4	\$2,450	\$9,800

Protection and Safety In-Service Training

June 24, 2014

Course Number	Course Title	Course Description	Title IV-E Administrative Function that the Training Serves	Base FFP Rate	Hrs	Venue	Trainer(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
	Child Passenger Safety	This is training for staff who will transporting children who need to be in car seats. Learn the proper way to install the car seat in the car and how to safely fasten the child into the seat.	Safe Driving	50%	3	Classroom	CFS Trainers, CCFL Trainers	Long Term	CFS Specialists, Case Aides	12	\$1,050	\$12,600
	Motivational Interviewing	Under development	Communication skills, social work practice	75%	?	TBD	CCFL Trainers	Long Term	CFS Specialists & Supervisors	TBD	?	?
	Trauma Informed Care	Under development	Child abuse and neglect issues, effects of separation, grief and loss	75%	?	TBD		Long Term	CFS Specialists & Supervisors	TBD	?	?
	Human Trafficking	Under development	Child abuse and neglect issues		?	TBD	CCFL Trainers	Long Term	CFS Specialists & Supervisors	TBD	?	?
	Family Finding	Under development	Permanency planning, effects of separation, visitation, preservation & strengthening families	75%	?	TBD	TBD	Long Term	CFS Specialists & Supervisors	TBD	?	?
	Effects of Methamphetamine	Under development	Substance Abuse	75%	?	TBD	TBD	Long Term	CFS Specialists & Supervisor	TBD	?	?
	Cultural Sensivity in Case Management	Under development	Cultural Competency, communication skills	75%	?	TBD	TBD	Long Term	CFS Specialists & Supervisors	TBD	?	?
	Well Being - Protective Factors	Under development	Strengthen and perserve families	75%	?	TBD	TBD	Long Term	CFS Specialists & Supervisors	TBD	?	?
	Culture of Poverty	Under development	Strengthen and perserve families, Communication skills	75%	?	TBD	TBD	Long Term	CFS Specialists & Supervisors	TBD	?	?
25CWJS65	Mentoring	Know what is involved in mentoring a new Trainee. Know what are their specific roles and responsibilities as a mentor. Be able to document progress. Be able to give constructive feedback. Know how adults learn and what that means to mentoring. Know the parameters of the mentoring program. Know the expectations of their service area for mentoring. Know how mentors and the mentoring program will be evaluated. Be able to facilitate a quality shadowing experience. Know how to support one another as mentors and who provide support to them. Be able to support the CFS Trainees in engaging families through the helping relationship.		0%	6	Classroom	CCFL Trainers	Long Term	Identified CFS Specialists chosen to be Mentors	6	\$2,100	\$12,600

Supervisor & Manager Training

Protection and Safety In-Service Training

June 24, 2014

Course Number	Course Title	Course Description	Title IV-E Administrative Function that the Training Serves	Base FFP Rate	Hrs	Venue	Trainer(s)	Duration	Target Audience	Courses Per Year	Cost Per Course	Estimated Total Cost
25PSJS59	Critical Thinking for Supervisors	Discussion about Critical Thinking and analysis of information, using the Critical Thinking guideline sheet and working with scenarios where critical thinking must be used to make a recommendation. It includes practice using the critical thinking guidelines. Each supervisor shares a case as they would for supervision and role plays a supervision staffing using the critical thinking guidelines. The goal will be for the supervisor to follow the guidelines and do so by asking the worker to process why they 'feel' or 'think' a certain way about the family, or aspects of the case.	General supervisory skills	50%	6	Classroom	HRD & CCFL Trainer	Long Term	CFS Supervisors	4	\$1,050	\$4,200
25CWJS65	Domestic Violence -Safe and Together: Supervisor Consultation	Allow CFS Supervisors the opportunity to ask questions and discuss strategies and barriers for implementation of the Safe and Together model.	Domestic Violence, child abuse and neglect issues	75%	7	Classroom	Contracted Trainer	Long Term	CFS Supervisors & Administrators	4	\$2,450	\$9,800
25PSJS81	Mentoring Overview	Know what is involved in mentoring a new Trainee. Know what are their specific roles and responsibilities as a mentor. Know the parameters of the mentoring program. Know the expectations of their service area for mentoring. Know how mentors and the mentoring program will be evaluated Know how to support mentors. Be able to support the CFS Trainees in engaging families through the helping relationship	General supervisory skills, worker retention	50%	3	Classroom	CCFL Trainers	Long Term	CFS Supervisors & Administrators	2	\$1,050	\$2,100
25SUP101	Succeeding as a Supervisor	Transitioning to supervision, personality preferences at work, performance management, situational leadership, engaging employees, and HR for Supervisors.	General supervisory skills	50%	14	Classroom	HRD Trainers	Long Term	CFS Supervisors & Administrators	8	\$4,900	\$39,200
25SUP207	Retention Strategies	Learn why employees stay in a job, the attributes of a retention supervisor, and 12 retention strategies that will work for any supervisor, any where, and at no cost.	General supervisory skills, worker retention	50%	3	Classroom	HRD Trainers	Long Term	Supervisors & Managers	4	\$1,050	\$4,200
25SUP205b	Navigating Rough Terrain - Managing Difficult Supervisory Conversations	Addresses how to manage difficult supervisory conversations dealing with unmet expectations, broken promises and bad behavior.	General supervisory skills, worker retention	50%	3	Classroom	HRD Trainers	Long Term	Supervisors & Managers	4	\$1,050	\$4,200
25SUP206	Problem Solving & Decision Making	Practical, working knowledge of a variety of approaches to problem solving and decision making so you can be more effective in your job.	General supervisory skills, stress management	50%	3.5	Classroom	HRD Trainers	Long Term	Supervisors & Managers	4	\$1,225	\$4,900
25SUP211	Interpersonal Conflict Resolution	Presents three levels of interpersonal conflict between employees and intervention strategies that a supervisor may use for each level.	General supervisory skills, stress management	50%	3	Classroom	HRD Trainers	Long Term	Supervisors & Managers	4	\$1,050	\$4,200
25SUP212	Leading Teams	Provides practical guidance in organizing a team of people around work products, work processes, and relationship.	General supervisory skills, team building	50%	3	Classroom	HRD Trainers	Long Term	Supervisors & Managers	4	\$1,050	\$4,200
25SUP204	Effective Supervision & Discipline	Overview of the supervision and discipline process. Introduce 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 results you want.	General supervisory skills,	50%	6	Classroom	HRD Trainers	Long Term	Supervisors & Managers	4	\$2,100	\$8,400

Protection and Safety In-Service Training

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25CWJS50	Structured Hiring Interview	Describes the selection process used to hire new CFSS workers and provides an overview of the elements of good hiring practice. The training goes over the CFSS structured interview hiring tool and provides practice videos and questions to assist in developing competencies in the supervisors to be able to hire the most appropriate candidates. Emphasis is placed on utilizing knowledge, skills and abilities tied to the position as well as developing collaboration and consensus between co-interviewers.	General supervisory skills	50%	3	Webinar	CCFL Trainer	Long Term	CFS Supervisors	6	\$1,050	\$6,300
25SUP213	Performance Management & Evaluation	Learn to develop performance goals and receive assistance in working current performance reviews.	General supervisory skills	50%	3	Classroom	HRD Trainers	Long Term	Supervisors & Managers	8	\$1,050	\$8,400
	I-Count-Ability	Prepare to use accountability within supervision by defining accountability, exploring why accountability is important, identifying the 4 A's of accountability and creating a plan for I-Count-Ability.	General supervisory skills	50%	3	Classroom	HRD Trainers	Short Term	Supervisors & Managers	10	\$1,050	\$10,500
	Group Supervision	Under development	General supervisory skills	50%	?	Classroom	TBD	Long Term	Supervisors & Managers	?	x \$350	