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**SUBGRANT**

**BETWEEN**

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

**AND**

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

This subgrant is entered into by and between the Nebraska Department of Health and Human Services, **DIVISION OF CHILDREN AND FAMILY SERVICES** (hereinafter "DHHS"), and **THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA for the Univeristy of Nebraska-Lincoln**, performed by the Center for Children Families and the Law (hereinafter "Subrecipient").

CFDA Title & #:	<u>Foster Care Title IV-E 93.658</u>	Federal Agency:	<u>DHHS-ACF</u>
Award Name:	<u>IV-E Foster Care</u>	Federal Award Identifier #	<u>1401NE1401</u>
Issue Date:	<u>10/01/2013</u>	This award is not for research and	
Award Date:	<u>10/01/2013 to 9/30/2014</u>	does not include ARRA funds.	

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**PURPOSE.** The purpose of this subgrant is for the development and delivery of training for Child and Family Services consistent with the Federal and State statutes and policy.

**I. PERIOD OF PERFORMANCE AND TERMINATION**

- A. **TERM.** This award is in effect from January 1, 2015 the effective date through June 30, 2015, the completion date.
- B. **TERMINATION.** This subgrant may be terminated at any time upon mutual written consent or by either party for any reason upon submission of written notice to the other party at least Thirty (30) days prior to the effective date of termination. DHHS may also terminate this subgrant in accord with the provisions designated "FUNDING AVAILABILITY" and "BREACH OF SUBGRANT." In the event either party terminates this subgrant, the Subrecipient shall provide to DHHS all work in progress, work completed, and materials provided by DHHS in connection with this subgrant immediately.

**II. AMOUNT OF SUBGRANT**

- A. **TOTAL SUBGRANT.** DHHS shall pay the Subrecipient a total amount, not to exceed \$1,600,000 (One million six hundred thousand dollars) for the activities specified herein.

- B. PAYMENT STRUCTURE. Payment shall be structured as follows:  
DHHS agrees to pay the University for services delivered each month at the agreed upon rate identified in Attachment A and Attachment B of this subgrant for actual, allowable and reasonable costs. The rates may be modified upon agreement in writing by both parties. Payments to be made in general accordance with the categories and criteria as set forth in this agreement. The University shall submit monthly Interagency Billing Transaction (IBT) invoices in accordance with the following billing requirements:
1. The University will provide source documentation to substantiate all trainings provided to include a list of all attendees, date of training, number of hours trained and name of trainer.
  2. The University will submit monthly billing and claiming statements as agreed upon with DHHS to maximize IV-E claiming.
  3. The University will provide a minimum financial match of 25% of the total amount billed. Additionally, the University will provide acceptable documentation that reconciles said match on a quarterly basis.
  4. Billing will be for services delivered as set forth in Attachment A and Attachment B.
- C. BUDGET CHANGES. The Subrecipient is permitted to reassign funds from one line item to another line item within the approved budget. If funds are reassigned between line items, prior approval from DHHS is required for cumulative budget transfer requests for allowable costs, allocable to the subgrant exceeding five percent (5%) of the current total approved budget. Budget revision requests shall be submitted in writing to DHHS. DHHS will provide written notification of approval or disapproval of the request within thirty (30) days of its receipt.

### III. STATEMENT OF WORK

The Subrecipient shall:

- A. Provide Child Welfare Child Protection and Safety New Worker Training to any person designated by DHHS as described in Attachment A of this Agreement.
- B. Provide Child Welfare Child Protection and Safety in-service training to any person designated by DHHS as described in Attachment B of this Agreement.
- C. Offer a variety of strategies for the delivery of training curricula to best reach DHHS staff or designated persons in rural and urban areas, as appropriate: including, but not limited to, videoconferencing, interactive online modules, peer mentoring and coaching, and traditional classroom learning.
- D. Collaborate in the development of technical assistance and support for the DHHS Title IV-E Stipend Program.
- E. Collaborate with DHHS to develop an annual training plan pursuant to the State's required annual IV-B Child and Family Services Plan.
- F. Training Evaluations:

1. Identify training needs of the Child Welfare Protection and Safety Children and Family Services staff.
  2. Develop instruments to identify and measure competency levels of Child Welfare Protection and Safety Children and Family Services Trainees, during and following new worker training.
  3. Each training module delivered under this agreement will be evaluated by training participants and others designated by DHHS.
  4. Evaluate DCFS mentoring program as directed by DHHS.
  5. Data collected from training and mentoring evaluations will be aggregated, analyzed and shared with DHHS after:
    - a. The completion of each Child Protection and Safety New Worker Training session;
    - b. Each Child Protection and Safety In-Service Training module; and
    - c. Every 6 months data will be aggregated and analyzed.
- G. Develop and deliver curricula grounded in Department policy and established Department practice standards. DHHS will have final approval authority of the content and format for all educational materials that are provided by the University under this agreement, and DHHS will be identified as the sponsor.
- H. Maintain a tracking system for courses presented and attendance by individual DHHS staff, and provide quarterly reports to DHHS or as requested by DHHS.
- I. Meet monthly with DHHS staff to monitor training activity provided under this agreement.
- J. Submit a comprehensive annual report of all activities provided under this agreement by August 15 of each year for the previous State Fiscal Year. The annual report is to include service volume, training model and modules, development and delivery, evaluation data, staff qualifications, value of University partnership, training recommendations and strengths of the training.
- K. The development or delivery of curricula outside the scope of Attachment A and Attachment B must have prior approval from DHHS.
- L. Attachment A and Attachment B may be amended or changed upon written agreement by the parties.
- M. Child Welfare Child Protection and Safety New Worker Training start dates and locations will be determined by DHHS.
- N. New Worker Training with less than 8 registrants must have written approval from the Director to deliver said training.
- O. The University will work in collaboration with DHHS to develop and finalize Results Based Accountability performance measures no later than April 30, 2015.

DHHS shall:

- A. Provide direction for the development of training and services provided under this Agreement; DHHS will review and approve all curricula to be delivered by the University under this Agreement.

- B. Provide support to the University in training development by making DHHS staff experts and specialists available to the University as consultants to insure accuracy in training content. DHHS will also provide opportunities for the University to observe and participate in relevant child welfare work.
- C. Conduct a quarterly financial review with the University.

#### IV. GENERAL TERMS AND ASSURANCES

##### A. ACCESS TO RECORDS AND AUDIT RESPONSIBILITIES.

1. All Subrecipient books, records, and documents regardless of physical form, including data maintained in computer files or on magnetic, optical or other media, relating to work performed or monies received under this subgrant shall be subject to audit at any reasonable time upon the provision of reasonable notice by DHHS. Subrecipient shall maintain all records for three (3) years from the date of final payment, except records that fall under the provisions of the Health Insurance Portability and Accountability Act (HIPAA) shall be maintained for six (6) full years from the date of final payment. In addition to the foregoing retention periods, all records shall be maintained until all issues related to an audit, litigation or other action are resolved to the satisfaction of DHHS. The Subrecipient shall maintain its accounting records in accordance with generally accepted accounting principles. DHHS reserves and hereby exercises the right to require the Subrecipient to submit required financial reports on the accrual basis of accounting. If the Subrecipient's records are not normally kept on the accrual basis, the Subrecipient is not required to convert its accounting system but shall develop and submit in a timely manner such accrual information through an analysis of the documentation on hand (such as accounts payable).
2. The Subrecipient shall provide DHHS any and all written communications received by the Subrecipient from an auditor related to Subrecipient's internal control over financial reporting requirements and communication with those charged with governance including those in compliance with or related to Statement of Auditing Standards (SAS) 112 *Communicating Internal Control related Matters Identified in an Audit* and SAS 114 *The Auditor's Communication with Those Charged With Governance*. The Subrecipient agrees to provide DHHS with a copy of all such written communications immediately upon receipt or instruct any auditor it employs to deliver copies of such written communications to DHHS at the same time copies are delivered to the Subrecipient, in which case the Subrecipient agrees to verify that DHHS has received a copy.
3. The subrecipient shall immediately commence follow-up action on findings arising from audits or other forms of review. Follow-up action includes responding to those conducting such examinations with clear, complete views concerning the accuracy and appropriateness of the findings. If the finding is accepted, corrective action, such as repaying disallowed costs, making financial adjustments, or taking other actions should proceed and be completed as rapidly as possible. If the subrecipient disagrees, it should provide an explanation and specific reasons that demonstrate that the finding is not valid.
4. In addition to, and in no way in limitation of any obligation in this subgrant, the Subrecipient shall be liable for audit exceptions, and shall return to DHHS all payments made under this subgrant for which an exception has been taken or which has been disallowed because of such an exception, upon demand from DHHS.

- B. AMENDMENT. This subgrant may be modified only by written amendment executed by both parties. No alteration or variation of the terms and conditions of this subgrant shall be valid unless made in writing and signed by the parties.
- C. ANTI-DISCRIMINATION. The Subrecipient shall comply with all applicable local, state and federal statutes and regulations regarding civil rights and equal opportunity employment, including Title VI of the Civil Rights Act of 1964; the Rehabilitation Act of 1973, Public Law 93-112; the Americans with Disabilities Act of 1990, Public Law 101-336; and the Nebraska Fair Employment Practice Act, NEB. REV. STAT. §§ 48-1101 to 48-1125. Violation of said statutes and regulations will constitute a material breach of this subgrant. The Subrecipient shall insert this provision into all subgrants and subcontracts.
- D. ASSIGNMENT. The Subrecipient shall not assign or transfer any interest, rights, or duties under this subgrant to any person, firm, or corporation without prior written consent of DHHS. In the absence of such written consent, any assignment or attempt to assign shall constitute a breach of this subgrant.
- E. ASSURANCE. If DHHS, in good faith, has reason to believe that the Subrecipient does not intend to, is unable to, has refused to, or discontinues performing material obligations under this subgrant, DHHS may demand in writing that the Subrecipient give a written assurance of intent to perform. Failure by the Subrecipient to provide written assurance within the number of days specified in the demand may, at DHHS's option, be the basis for terminating this subgrant.
- F. BREACH OF SUBGRANT. DHHS may immediately terminate this subgrant and agreement, in whole or in part, if the Subrecipient fails to perform its obligations under the subgrant in a timely and proper manner. DHHS may withhold payments and provide a written notice of default to the Subrecipient, allow the Subrecipient to correct a failure or breach of subgrant within a period of thirty (30) days or longer at DHHS's discretion considering the gravity and nature of the default. Said notice shall be delivered by Certified Mail, Return Receipt Requested or in person with proof of delivery. Allowing the Subrecipient time to correct a failure or breach of this subgrant does not waive DHHS's right to immediately terminate the subgrant for the same or different subgrant breach which may occur at a different time. DHHS may, at its discretion, obtain any services required to complete this subgrant and hold the Subrecipient liable for any excess cost caused by Subrecipient's default. This provision shall not preclude the pursuit of other remedies for breach of subgrant as allowed by law.
- G. CONFIDENTIALITY. Any and all confidential or proprietary information gathered in the performance of this subgrant, either independently or through DHHS, shall be held in the strictest confidence and shall be released to no one other than DHHS without the prior written authorization of DHHS, provided that contrary subgrant provisions set forth herein shall be deemed to be authorized exceptions to this general confidentiality provision. As required by United States Department of Health and Human Services (hereinafter "HHS") appropriations acts, all HHS recipients and DHHS Subrecipients must acknowledge Federal and DHHS funding when issuing statements, press releases, requests for proposals, bid invitations, and other documents describing projects or programs funded in whole or in part with Federal and DHHS funds. Recipients are required to state: (1) the percentage and dollar amounts of the total program or project costs financed with Federal and DHHS funds; and (2) the percentage and dollar amount of the total costs financed by nongovernmental sources. This provision shall survive termination of this subgrant.
- H. CONFLICTS OF INTEREST. In the performance of this subgrant, the Subrecipient shall avoid all conflicts of interest and all appearances of conflicts of interest. The Subrecipient shall

immediately notify DHHS of any such instances encountered, so that other arrangements can be made to complete the work.

- I. **COST PRINCIPLES AND AUDIT REQUIREMENTS.** The Subrecipient shall follow the applicable cost principles set forth in OMB Circular A-87 for State, Local and Indian Tribe Governments; A-21 for Colleges and Universities; or A-122 for Non-Profit Organizations. Federal audit requirements are dependent on the total amount of federal funds expended by the Subrecipient, set in the table below and Attachment 1, Audit Requirement Certification. Audits must be prepared and issued by an independent certified public accountant licensed to practice. A copy of the annual audit is to be made electronically available or sent to: Nebraska Department of Health and Human Services, Financial Services, P.O. Box 95026, Lincoln, NE 68509-5026.

<b>Amount of annual federal expenditure</b>	<b>Audit Type</b>
<i>\$100,000 to \$499,999</i>	<i>Financial Statement Audit</i>
<i>500,000 or more in federal expenditure</i>	<i>A-133 audit</i>

- J. **DATA OWNERSHIP AND COPYRIGHT.** Except as otherwise provided in the Federal Notice of Award, DHHS shall own the rights in data resulting from this project or program. The Subrecipient may copyright any of the copyrightable material and may patent any of the patentable products produced in conjunction with the performance required under this subgrant without written consent from DHHS. DHHS and any federal granting authority hereby reserve a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use, and to authorize others to use the copyrightable material for federal or state government purposes. This provision shall survive termination of this subgrant.
- K. **DEBARMENT, SUSPENSION OR DECLARED INELIGIBLE.** The Subrecipient certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- L. **DOCUMENTS INCORPORATED BY REFERENCE.** All references in this subgrant to laws, rules, regulations, guidelines, directives, and attachments which set forth standards and procedures to be followed by the Subrecipient in discharging its obligations under this subgrant shall be deemed incorporated by reference and made a part of this subgrant with the same force and effect as if set forth in full text, herein.
- M. **DRUG-FREE WORKPLACE.** Subrecipient agrees, in accordance with 41 USC §701 et al., to maintain a drug-free workplace by: (1) publishing a drug-free workplace statement; (2) establishing a drug-free awareness program; (3) taking actions concerning employees who are convicted of violating drug statutes in the workplace; and (4) in accordance with 2 CFR §182.230, identify all workplaces under its federal awards.
- N. **FEDERAL FINANCIAL ASSISTANCE.** The Subrecipient shall comply with all applicable provisions of 45 C.F.R. §§ 87.1-87.2. The Subrecipient certifies that it shall not use direct federal financial assistance to engage in inherently religious activities, such as worship, religious instruction, and/or proselytization.
- O. **FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT REPORTING.** The Subrecipient shall complete the Subrecipient Reporting Worksheet, Attachment 2, sections B and C. The Subrecipient certifies the information is complete, true and accurate.

- P. FORCE MAJEURE. Neither party shall be liable for any costs or damages resulting from its inability to perform any of its obligations under this subgrant due to a natural disaster, or other similar event outside the control and not the fault of the affected party ("Force Majeure Event"). A Force Majeure Event shall not constitute a breach of this subgrant. The party so affected shall immediately give notice to the other party of the Force Majeure Event. Upon such notice, all obligations of the affected party under this subgrant which are reasonably related to the Force Majeure Event shall be suspended, and the affected party shall do everything reasonably necessary to resume performance as soon as possible. Labor disputes with the impacted party's own employees will not be considered a Force Majeure Event and will not suspend performance requirements under this subgrant.
- Q. FUNDING AVAILABILITY. DHHS may terminate the subgrant, in whole or in part, in the event funding is no longer available. Should funds not be appropriated, DHHS may terminate the award with respect to those payments for the fiscal years for which such funds are not appropriated. DHHS shall give the Subrecipient written notice thirty (30) days prior to the effective date of any termination. The Subrecipient shall be entitled to receive just and equitable compensation for any authorized work which has been satisfactorily completed as of the termination date. In no event, shall the Subrecipient be paid for a loss of anticipated profit.
- R. GRANT CLOSE-OUT. Upon completion or notice of termination of this grant, the following procedures shall apply for close-out of the subgrant:
1. The Subrecipient will not incur new obligations after the termination or completion of the subgrant, and shall cancel as many outstanding obligations as possible. DHHS shall give full credit to Subrecipient for the federal share of non-cancelable obligations properly incurred by Subrecipient prior to termination, and costs incurred on, or prior to, the termination or completion date.
  2. Subrecipient shall immediately return to DHHS any unobligated balance of cash advanced or shall manage such balance in accordance with DHHS instructions.
  3. Within a maximum of 90 days following the date of expiration or completion, Subrecipient shall submit all financial, performance, and related reports required by the Subrecipient Reporting Requirements. DHHS reserves the right to extend the due date for any report and may waive, in writing, any report it considers to be unnecessary.
  4. DHHS shall make any necessary adjustments upward or downward in the federal share of costs.
  5. The Subrecipient shall assist and cooperate in the orderly transition and transfer of subgrant activities and operations with the objective of preventing disruption of services.
  6. Close-out of this subgrant shall not affect the retention period for, or state or federal rights of access to, Subrecipient records, or Subrecipient's responsibilities regarding property or with respect to any program income for which Subrecipient is still accountable under this subgrant. If no final audit is conducted prior to close-out, DHHS reserves the right to disallow and recover an appropriate amount after fully considering any recommended disallowances resulting from an audit which may be conducted at a later time.
- S. GOVERNING LAW. The award shall be governed in all respects by the laws and statutes of the State of Nebraska. Any legal proceedings against DHHS or the State of Nebraska regarding this award shall be brought in Nebraska administrative or judicial forums as defined

by Nebraska State law. The Subrecipient shall comply with all Nebraska statutory and regulatory law.

T. HOLD HARMLESS.

1. The Subrecipient shall defend, indemnify, hold, and save harmless the State of Nebraska and its employees, volunteers, agents, and its elected and appointed officials ("the indemnified parties") from and against any and all claims, liens, demands, damages, liability, actions, causes of action, losses, judgments, costs, and expenses of every nature, including investigation costs and expenses, settlement costs, and attorney fees and expenses ("the claims"), sustained or asserted against the State of Nebraska, arising out of, resulting from, or attributable to the willful misconduct, negligence, error, or omission of the Subrecipient, its employees, consultants, representatives, and agents, except to the extent such Subrecipient's liability is attenuated by any action of the State of Nebraska which directly and proximately contributed to the claims.
2. DHHS's liability is limited to the extent provided by the Nebraska Tort Claims Act, the Nebraska Contract Claims Act, the Nebraska Miscellaneous Claims Act, and any other applicable provisions of law. DHHS does not assume liability for the action of its Subrecipients.

U. INDEPENDENT ENTITY. The Subrecipient is an Independent Entity and neither it nor any of its employees shall, for any purpose, be deemed employees of DHHS. The Subrecipient shall employ and direct such personnel, as it requires, to perform its obligations under this subgrant, exercise full authority over its personnel, and comply with all workers' compensation, employer's liability and other federal, state, county, and municipal laws, ordinances, rules and regulations required of an employer providing services as contemplated by this subgrant.

V. REIMBURSEMENT REQUEST. Requests for payments submitted by the Subrecipient shall contain sufficient detail to support payment. Any terms and conditions included in the Subrecipient's request shall be deemed to be solely for the convenience of the parties.

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

X. LOBBYING.

1. Subrecipient certifies that no Federal appropriated funds shall be paid, by or on behalf of the Subrecipient, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this award for: (a) the awarding of any Federal agreement; (b) the making of any Federal grant; (c) the entering into of any cooperative agreement; and (d) the extension, continuation, renewal, amendment, or modification of any Federal agreement, grant, loan, or cooperative agreement.
2. If any funds, other than Federal appropriated funds, have been paid or will be paid to any person for influencing or attempting to influence: an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this subgrant, the Subrecipient shall complete and submit Federal Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- Y. NEBRASKA NONRESIDENT INCOME TAX WITHHOLDING. Subrecipient acknowledges that Nebraska law requires DHHS to withhold Nebraska income tax if payments for personal services are made in excess of six hundred dollars (\$600) to any Subrecipient who is not domiciled in Nebraska or has not maintained a permanent place of business or residence in Nebraska for a period of at least six months. This provision applies to: individuals; to a corporation, if 80% or more of the voting stock of the corporation is held by the shareholders who are performing personal services, and to a partnership or limited liability company, if 80% or more of the capital interest or profits interest of the partnership or limited liability company is held by the partners or members who are performing personal services.

The parties agree, when applicable, to properly complete the Nebraska Department of Revenue Nebraska Withholding Certificate for Nonresident Individuals Form W-4NA or its successor. The form is available at:

[http://www.revenue.ne.gov/tax/current/f\\_w-4na.pdf](http://www.revenue.ne.gov/tax/current/f_w-4na.pdf) or  
[http://www.revenue.ne.gov/tax/current/fill-in/f\\_w-4na.pdf](http://www.revenue.ne.gov/tax/current/fill-in/f_w-4na.pdf)

- Z. NEBRASKA TECHNOLOGY ACCESS STANDARDS. The Subrecipient shall review the Nebraska Technology Access Standards, found at <http://www.nitc.nebraska.gov/standards/> and ensure that products and/or services provided under the subgrant comply with the applicable standards. In the event such standards change during the Subrecipient's performance, the State may create an amendment to the subgrant to request that Subrecipient comply with the changed standard at a cost mutually acceptable to the parties.
- AA. NEW EMPLOYEE WORK ELIGIBILITY STATUS. The Subrecipient shall use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. A federal immigration verification system means the electronic verification of the work authorization program authorized by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, 8 U.S.C. § 1324a, known as the E-Verify Program, or an equivalent federal program designated by the United States Department of Homeland Security or other federal agency authorized to verify the work eligibility status of a newly hired employee.

If the Subrecipient is an individual or sole proprietorship, the following applies:

1. The Subrecipient must complete the United States Citizenship Attestation Form, available on the Department of Administrative Services website at [www.das.state.ne.us](http://www.das.state.ne.us).
  2. If the Subrecipient indicates on such attestation form that he or she is a qualified alien, the Subrecipient agrees to provide the U.S. Citizenship and Immigration Services documentation required to verify the Subrecipient's lawful presence in the United States using the Systematic Alien Verification for Entitlements (SAVE) Program.
  3. The Subrecipient understands and agrees that lawful presence in the United States is required and the Subrecipient may be disqualified or the subgrant terminated if such lawful presence cannot be verified as required by NEB. REV. STAT. § 4-108.
- BB. PUBLICATIONS. Subrecipient agrees that all publications that result from work under this subgrant will acknowledge that the project was supported by "Grant No. XXXX" under a subgrant from "Federal Agency" and DHHS.
- CC. PROGRAMMATIC CHANGES. The Subrecipient shall request in writing to DHHS for approval of programmatic changes. DHHS shall approve or disapprove in whole or in part in writing within thirty (30) days of receipt of such request.

DD. PROMPT PAYMENT. Payment shall be made in conjunction with the State of Nebraska Prompt Payment Act, NEB. REV. STAT. §§ 81-2401 through 81-2408. Unless otherwise provided herein, payment shall be made by electronic means.

Automated Clearing House (ACH) Enrollment Form Requirements for Payment.

The Subrecipient shall complete and sign the State of Nebraska ACH Enrollment Form and obtain the necessary information and signatures from their financial institution. The completed form must be submitted before payments to the Subrecipient can be made. Download ACH Form:

[http://www.das.state.ne.us/accounting/nis/address\\_book\\_info.htm](http://www.das.state.ne.us/accounting/nis/address_book_info.htm)

EE. PUBLIC COUNSEL. In the event Subrecipient provides health and human services to individuals on behalf of DHHS under the terms of this award, Subrecipient shall submit to the jurisdiction of the Public Counsel under NEB. REV. STAT. §§ 81-8,240 through 81-8,254 with respect to the provision of services under this subgrant. This clause shall not apply to subgrants between DHHS and long-term care facilities subject to the jurisdiction of the state long-term care ombudsman pursuant to the Long-Term Care Ombudsman Act.

FF. RESEARCH. The Subrecipient shall not engage in research utilizing the information obtained through the performance of this subgrant without the express written consent of DHHS. The term "research" shall mean the investigation, analysis, or review of information, other than aggregate statistical information, which is used for purposes unconnected with this subgrant.

GG. SEVERABILITY. If any term or condition of this subgrant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and conditions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if this subgrant did not contain the particular provision held to be invalid.

HH. SMOKE FREE. Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds in Medicare or Medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1000 for each violation and/or the imposition of an administrative compliance order on the responsible entity. By signing, the Subrecipient certifies that the Subrecipient will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

II. SUBRECIPIENTS OR SUBCONTRACTORS. The Subrecipient shall not subgrant or subcontract any portion of this award without prior written consent of DHHS. The Subrecipient shall ensure that all subcontractors and subrecipients comply with all requirements of this subgrant and applicable federal, state, county and municipal laws, ordinances, rules and regulations.

JJ. TIME IS OF THE ESSENCE. Time is of the essence in this subgrant. The acceptance of late performance with or without objection or reservation by DHHS shall not waive any rights of

DHHS nor constitute a waiver of the requirement of timely performance of any obligations on the part of the Subrecipient remaining.

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

FOR DHHS:

Alyson Goedken  
NE Department of Health & Human Services  
PO Box 95026  
Lincoln, NE 68509-5026  
402-471-8404

FOR SUBRECIPIENT:

Jeanne Wicks  
Director of Sponsored Programs  
151 Whittier Research Center  
2200 Vine St. P.O. Box 830861  
Lincoln, NE 68583-0861

402-472-3171

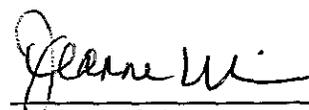
**IN WITNESS THEREOF**, the parties have duly executed this subgrant hereto, and each party acknowledges the receipt of a duly executed copy of this subgrant with original signatures.

FOR DHHS:

  
\_\_\_\_\_  
Thomas D. Pristow  
Director  
Division of Children and Family Services  
Department of Health and Human Service

DATE: 12/22/14

FOR SUBRECIPIENT:

  
\_\_\_\_\_  
Jeanne Wicks, Director  
Office of Sponsored Programs  
University of Nebraska-Lincoln

DATE: 12/19/14

  
\_\_\_\_\_  
Joseph M. Acierno, MD, JD  
Acting Chief Executive Officer  
Chief Medical Officer  
Director, Division of Public Health  
Department of Health and Human Services

DATE: 12/22/14

**NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES  
AUDIT REQUIREMENT CERTIFICATION**

*Subrecipients receiving funds from the Nebraska Department of Health and Human Services (DHHS) are required to complete this certification. Reference to the Office of Management and Budget Circular A-133, Audits of States, Local Governments and Non-Profit Organizations, in this document is referred to as "Circular A-133".*

Subrecipient's Name University of Nebraska-Lincoln

Address: 1400 R Street

City: Lincoln State: NE Zip Code: 68588-0007

Subrecipient's Fiscal Year July 1, 2014 to June 30, 2015

All written communications from the Certified Public Accountant (CPA) engaged under #2 or #3 below, given to the subrecipient related to Statement of Auditing Standards (SAS) 112 *Communicating Internal Control related Matters Identified in an Audit* and SAS 114 *The Auditor's Communication with Those Charged With Governance* and any additional reports issued by the auditor as a result of this engagement must be provided to the DHHS immediately upon receipt, unless the Subrecipient has directed the CPA to provide the copy directly to the DHHS and has verified this has occurred.

Check either 1, 2, or 3

1.  As the subrecipient named above, we expect to expend less than \$500,000 from all Federal Financial Assistance sources and do not expect to receive \$100,000 or more in subgrants from the DHHS, including commodities, during our fiscal year. Therefore, we are not subject to the audit requirements of Circular A-133 and do not need to submit our audited financial statements to the DHHS.
2.  As the subrecipient named above, we expect to expend less than \$500,000 from all Federal Financial Assistance sources and expect to receive \$100,000 or more in subgrants from the DHHS, including commodities, during our fiscal year. Therefore, we are not subject to the audit requirements of Circular A-133.

We are, however, responsible for engaging a licensed Certified Public Accountant (CPA) to conduct an audit of our organization's financial statements. We acknowledge that the audited financial statements should be presented in accordance with generally accepted accounting principles (accrual basis). If another basis of accounting is more appropriate or if the accrual basis of accounting is overly burdensome, we will notify the DHHS of this issue and request a waiver of this requirement prior to the end of our fiscal year. We further acknowledge the audit must be completed no later than nine months after the end of our organization's current fiscal year. A copy of the report must be submitted to the DHHS within the earlier of 30 days after receipt of the auditor's report(s), or nine months after the end of the audit period.

3.  As the subrecipient named above, we expect to expend \$500,000 or more from all Federal Financial Assistance sources, including commodities in our current fiscal year. Therefore, we are subject to the single audit requirements of Circular A-133.

We will engage a licensed Certified Public Accountant to conduct and prepare the audit of our organization's financial statements and components of the single audit pertaining to those financial statements. We acknowledge that the audited financial statements should be presented in accordance with generally accepted accounting principles (accrual basis). If another basis of accounting is more appropriate or if the accrual basis of accounting is overly burdensome, we will notify the DHHS of this issue and request a waiver of this requirement prior to the end of our fiscal year. We further acknowledge the audit must be completed no later than nine months after the end of our current fiscal year.

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

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

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

We further acknowledge a copy of the subrecipient's financial statements, auditor's report and SF-SAC must be submitted to the DHHS within the earlier of 30 days after receipt of the auditor's report(s), or nine months after the end of the audit period. .

For items #2 and #3 above the required information must be submitted to:

Nebraska Department of Health and Human Services  
Internal Audit Section  
P.O. Box 95026  
Lincoln, NE 68509-5026

Signature Jeanne Wicks

Date 12/19/14

Name Jeanne Wicks

Title Director, Sponsored Programs

Title \_\_\_\_\_

The Contractor's latest A-133 Audit and financial report are now available for your use at:

<http://nebraska.edu/administration/business-and-finance/accounting-and-finance.html>

## Subrecipient Reporting Worksheet

### Section A – Federal Award Information

Federal Award Identifier Number (FAIN) 1401NE1401Federal Awarding Agency Name DHHS-ACFAward Date 10/1/13 to 9/30/14CFDA Program Number 93.658Subgrant Amount From This  
Award: \$           

\*See instructions if the subgrant is funded from more than one funding source

### Section B – Subrecipient Information

Subrecipient DUNS 555456995Subrecipient Name University of Nebraska - LincolnSubrecipient Address: Street 1400 R StreetCity Lincoln State NECountry US Zip Code + 4 68588-0007Congressional District 1Amount of Subgrant \$                      Subgrant Date                     Subrecipient Principal City                      State                     Place of Performance: Country                      Zip Code + 4                     Congressional District                     Subgrant Number                      (Will be completed by Support Services)

Subgrant Project Description The purpose of this subgrant is for the development and delivery of training for Child and Family Services consistent with the Federal and State statute and policy.

**Section C – Officer Compensation**

1. In your business or organization's previous fiscal year, did your business organization (including parent organization, all branches, and all affiliates worldwide) receive 80% or more of your annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements AND \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?

Yes – answer Question 2

No – not required to provide officer compensation

2. Does the public have access to information about the compensation of the senior executives in your business or organization (including parent organization, all branches, and all affiliates worldwide) through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986?

Yes – not required to provide officer compensation

No – provide the names and total compensation of the five most highly compensated officers of the entity below

1.		\$ _____ Compensation
	Name	
2.		\$ _____ Compensation
	Name	
3.		\$ _____ Compensation
	Name	
4.		\$ _____ Compensation
	Name	
5.		\$ _____ Compensation
	Name	

**Section A – Federal Award Information (Continuation)**

*Use this page only if the subgrant is being funded by multiple sources (multiple federal grants or a combination of federal and state funds)*

Federal Award Identifier Number (FAIN) <u>1501NE1401</u>	
Federal Awarding Agency Name <u>DHHS-ACF</u>	Award Date <u>10/1/14 to 9/30/15</u>
CFDA Program Number <u>93.658</u>	Subgrant Amount From This Award: \$ _____

Federal Award Identifier Number (FAIN) _____	
Federal Awarding Agency Name _____	Award Date _____
CFDA Program Number _____	Subgrant Amount From This Award: \$ _____

Federal Award Identifier Number (FAIN) _____	
Federal Awarding Agency Name _____	Award Date _____
CFDA Program Number _____	Subgrant Amount From This Award: \$ _____

Amount funded from Federal Grants	\$ _____	total of grants in Section A
Amount funded from State General Funds	<u>\$1,600,000.00</u>	
Amount funded from State Cash Funds	\$ _____	
Amount funded from Federal Cash Funds	\$ _____	fed sources other than grants
Total amount funded from all sources	<u>\$1,600,000.00</u>	should equal total of subgrant

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivered Hours	Scheduled Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	DCFS Cost per hour	DCFS Cost of Training	Total Cost Per Course	Estimated DCFS Yearly Cost per Course	Estimated Yearly Cost per Course
INTFT	Introduction to Child Protection and Safety	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	9	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6	285	350	\$3,150	\$15,390	\$18,900
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	4	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6	1140	\$1,400	\$6,840	\$8,400	\$8,400
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	2	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6	570	\$700	\$3,420	\$4,200	\$4,200
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	6	Classroom	CCFL Trainers	Long Term	CFSS Trainees	12	1710	\$2,100	\$20,520	\$25,200	\$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	3	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6	855	\$1,050	\$5,130	\$6,300	\$6,300
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%	3	3	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6	855	\$1,050	\$5,130	\$6,300	\$6,300

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivered Hours	Scheduled Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	DCFS Cost per hour	DCFS Cost of Training	Total Cost Per Course	Estimated DCFS Yearly Cost per Course	Estimated Yearly Cost per Course
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%	360	24	Field Learning	CCFL Field Training Specialists	Long Term	CFSS Trainees	6	268	96480	\$126,000	\$578,880	\$756,000
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	6	Self-Paced Learning	CCFL Trainers CFS Trainers	Long Term	CFSS Trainees	6		0	\$0	\$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	3	Self-Paced Learning	CCFL Trainer CFS Trainers	Long Term	CFSS Trainees	6		0	\$0	\$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	4	Self-Paced Learning	CCFL Trainers	Long Term	CFSS Trainees	6		0	\$0	\$0	\$0
NCRFT	Foster Care Rate Determination (NCR Tool) (AG chart has 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	2	Webinar or Online self-study	CCFL Trainers CFS Trainers	Long Term	CFSS Trainees	6		570	\$700	\$3,420	\$4,200

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivered Hours	Scheduled Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	DCFS Cost per hour	DCFS Cost of Training	Total Cost Per Course	Estimated DCFS Yearly Cost per Course	Estimated Yearly Cost per Course
<b>Week Three - FOUNDATION TRAINING - All trainees - Complete all units</b>																
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	18	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		5130	\$6,300	\$30,780	\$37,800
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	9	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		2565	\$3,150	\$15,390	\$18,900
GCIET	Gathering and Collaborating 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	2	Self-Paced Learning	CCFL Trainers	Long Term	CFSS Trainees	6		0	\$0	\$0	\$0
<b>Week Four - FOUNDATION TRAINING - All trainees - Complete all units</b>																
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%	510	34	Field Learning Activity: FTRB	CCFL Field Training Specialists	Long Term	CFSS Trainees	6	268	136680	\$178,500	\$820,080	\$1,071,000
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	3	Self-Paced Learning	CCFL Trainers	Long Term	CFSS Trainees	6		0	\$0	\$0	\$0
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	6	Classroom Videotaped Practice & Simulation	CCFL Trainers CFS Trainers	Long Term	CFSS Trainees	6		1710	\$2,100	\$10,260	\$12,600

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

Course Code	Course Title	Course Description	Title/ Administrative Functions that the Training Serves	Base Rate	Expected FFP Delivered Hours	Schedule	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	DCFS Cost of Training	Total Cost Per Course	Estimated DCFS Yearly Cost per Course	Estimated Yearly Cost per Course
15	Case Management (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, LPC 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	18	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6	5130	\$6,300	\$30,780	\$37,800
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%	450	30	Field Learning Activity: FTR	CCFL Field Training Specialists	Long Term	CFSS Trainees	6	288	\$157,500	\$723,600	\$945,000
INGFT 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	6	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6	1710	\$2,100	\$10,260	\$12,600

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivered Hours	Scheduled Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	DCFS Cost per hour	DCFS Cost of Training	Total Cost Per Course	Estimated DCFS Yearly Cost per Course	Estimated Yearly Cost per Course
<b>INTAKE SPECIALIZATION</b> 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	12	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		3420	\$4,200	\$20,520	\$25,200
<b>ADOPTION SPECIALIZATION</b> 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	10	Webinar	CCFL Trainers	Long Term	CFSS Trainees	6		2850	\$3,500	\$17,100	\$21,000
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	8	Webinar	CCCFL Trainers	Long Term	CFSS Trainees	6		2280	\$2,800	\$13,680	\$16,800
													8550	\$10,500	\$51,300	\$63,000
SPBT1	Bridge to Independence Program [I thought this was going to be a inservice]	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	24	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		6840	\$8,400	\$41,040	\$50,400

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

Course Code	Course Title	Course Description	Title (V-E Administrative Functions that the Training Serves)	Base FFP Rate	Expected Delivered Hours	Scheduled Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	DCFS Cost per hour	DCFS Cost of Training	Total Cost Per Course	Estimated DCFS Yearly Cost per Course	Estimated Yearly Cost per Course
<b>NOTE: All of the following Required In-Services are available to meet in-service training requirements for any CFS Staff.</b>																
RISCS	Car Seat Safety	Trainees learn about car seat safety using the Safe Kids Nebraska Children and Family Services Transportation training.		50%	3	3	Classroom	CCFL Trainers CFS Trainers			6		855	1050	5130	6300
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	4	Self-Paced Learning	CCFL Trainers	Long Term	CFSS Trainees	6		0	\$0	\$0	\$0
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%	6	6 read/practice	Classroom	CCFL Trainers CFS Trainers	Long Term	CFSS Trainees	12		1710	\$2,100	\$20,520	\$25,200
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	6 assess skills	Self-Paced Learning	CCFL Trainers CFS Trainers	Long Term	CFSS Trainees	6		0	\$0	\$0	\$0
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	6	Self-Paced Learning	CCFL Trainers	Long Term	CFSS Trainees	6		0	\$0	\$0	\$0

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivered Hours	Scheduled Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	DCFS Cost per hour	DCFS Cost of Training	Total Cost Per Course	Estimated DCFS Yearly Cost per Course	Estimated Yearly Cost per Course
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	6	Classroom Video-taped Practice & Simulation	CCFL Trainers CFS Trainers	Long Term	CFSS Trainees	18		1710	\$2,100	\$30,780	\$37,800
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%	6	6 read/practice	Classroom	CCFL Trainers	Long Term	CFSS Trainees	12		1710	\$2,100	\$20,520	\$25,200
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	6 assess skills	Self-Paced Learning	CCFL Trainers	Long Term	CFSS Trainees	6		0	\$0	\$0	\$0
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	6	Self-Paced Learning	CCFL Trainers	Long Term	CFSS Trainees	6		0	\$0	\$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	6	Face-to-Face Video-taped Practice & Simulation	CCFL Trainers CFS Trainers	Long Term	CFSS Trainees	18		1710	\$2,100	\$30,780	\$37,800

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivered Hours	Scheduled Hours	Venue	Trainer(s) Leads(s)	Duration	Target Audience	Courses Per Year	DCFS Cost per hour	DCFS Cost of Training	Total Cost Per Course	Estimated DCFS Yearly Cost per Course	Estimated Yearly Cost per Course
RISFP	Engaging Families Initial Safety and Risk Application	This course will begin with a review of an intake and child interview in preparation of interviewing the parents of the abuse event. Each participant will have an opportunity to interview the parent and will take notes while others interview. Following each interview, the participant will receive feedback on the use of open ended questions, their ability to engage the family, and obtain crucial information. Following the role play/interview, the facilitator will help participants critically think about the information obtained and how that information fits within the Safety Assessment, Safety Plan, Risk Assessment, and Family Functioning Narratives. The remainder of the time will be spent documenting the information on the N-FOCUS training database. The participant will provide the facilitator a copy of the Family Functioning Narratives for review and feedback to be provided at a later time. The facilitator will also check the Safety and Risk Assessment to verify reliability of the participants assessment tool.		75%	9	9	Classroom	CCFL Trainers			12		2565	3150	30780	37800
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	1.5	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		427.5	\$525	\$2,565	\$3,150
Under construction	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%	6	6	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		1710	2100	10260	12600
RISAP	APSS and Out-of-Home Assessment	Trainees learn about the Structured Decision Making (SDM) Tool used to assess foster homes and relative placements using the Assessment of Placement Safety and Suitability (APSS) Tool. They learn to conduct and out-of-home assessment. They will also learn where to document each of these two assessments on N-FOCUS.		75%	3	3	Classroom	CCFL Trainers			6		855	1050	5130	6300

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

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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	1.5	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		427.5	\$525	\$2,565	\$3,150
RISDA	Domestic Violence: Assessment and Planning	Trainees learn how to assess domestic violence situations and how to document effectively. Topics include: information consistently true regarding batterers; collusion techniques used by batterers; Power and Control Wheel—how the batterers use tactics; Order of Conduct/Protection Orders; and Lethality Assessments. Trainees learn how this information applies to their work in the areas of Safety Assessment, Safety Planning, Case Planning, and documentation.	Domestic Violence	75%	6	6	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		1710	2100	10260	12600
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%	3	3	Webinar	CCFL Trainers	Long Term	CFSS Trainees	18		855	\$1,050	\$15,390	\$18,900
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%	2	2	Webinar	CCFL Trainers	Long Term	CFSS Trainees	18		570	\$700	\$10,260	\$12,600
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	3	Webinar	CCFL Trainers	Long Term	CFSS Trainees	18		855	\$1,050	\$15,390	\$18,900
RIS12	Indian Child Welfare Act (ICWA): Part 2	Continued from Part 1.	Cultural competency	75%	3	3	Webinar	CCFL Trainers	Long Term	CFSS Trainees	18		855	\$1,050	\$15,390	\$18,900
RISAG	Adoption and Guardianship 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%	3	3	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		855	\$1,050	\$5,130	\$6,300
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	12	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		3420	\$4,200	\$20,520	\$25,200

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

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RISWL	Worker Liability	Trainees learn about their professional liability as CFS Specialists.	Ethics, confidentiality	75%	2	2	Classroom	CCFL Trainers DHHS Legal	Long Term	CFSS Trainees	6		570	\$700	\$3,420	\$4,200
<b>REQUIRED FOR ALL TRAINEE EMPLOYEES WITHIN 90 DAYS OF EMPLOYMENT</b>																
RISCC RISRF	Communicating with the County Attorney	Trainers review the Communicating with the County Attorney Job Aid and discuss each of the different methods that a caseworker can use to contact the county attorney to file something in court. The methods are-- by letter, by affidavit, and by Request to file. The differences between and content belonging in each method are discussed. Following review, trainees use a mock case and complete a document necessary to communicate with a county attorney in their Service Area. The training team (legal trainer, Case Management trainer and/or FTS) then reviews the document and provides both verbal and written feedback to each trainee. Trainees leave training with a good example of each of the methods of communicating with the county attorney.	Preparation/participation in judicial determinations, fair hearings and appeals, communication skills	75%	3	3	Webinar (this is being trained classroom)	CCFL Trainers	Long Term	CFSS Trainees	6		855	\$1,050	\$5,130	\$6,300
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%	0	4	Classroom	HHS QA Staff	Long Term	CFSS Trainees	6		0	\$0	\$0	\$0
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	1.5	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		427.5	\$525	\$2,565	\$3,150
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%	1	1	Self-Paced Learning with Q&A	CCFL Trainers	Long Term	CFSS Trainees	6		285	\$350	\$1,710	\$2,100
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%	3	3	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		855	\$1,050	\$5,130	\$6,300

Child Protection and Safety New Worker Training - Attachment A to CCFL Training Contract

October 2014

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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%	2	2	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		570	\$700	\$3,420	\$4,200
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%	1	1	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		285	\$285	\$1,710	\$1,710
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%	1	1	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		285	\$350	\$1,710	\$2,100
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	2	Pre-work: Self-Paced Learning plus Webinar	CCFL Trainers	Long Term	CFSS Trainees	6		570	\$700	\$3,420	4200
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	1.5	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		427.5	\$525	\$2,565	\$3,150
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	1.5	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		427.5	\$525	\$2,565	\$3,150
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	6	Classroom	CCFL Trainers	Long Term	CFSS Trainees	6		1710	\$2,100	\$10,260	\$12,600
															\$2,667,195	\$4,435,860

Child Protection and Safety In-Service Training - Attachment B to CCFL Training Contract

October 2014

Course Number	Course Title	Course Description	Title IV-E Administrative Function that the Training Serves	Base PPP Rate	Expected Delivered Hours	Scheduled Hours	Venue	Trainers (e) Lead(s)	Duration	Target Audience	Courses Per Year	DCFS Cost Per Course	Total Cost Per Course	Estimated DCFS Yearly Cost per Course	Estimated Yearly Cost Per Course
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	1	Webinar and Self Study	T. Poppe		CFS Specialist & Supervisors	4	285	350	\$1,140	\$1,400
25PSJS98	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	2	Webinar			CFS Specialists	4	570	700	\$2,280	\$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	3	Classroom			CFS Specialists & Trainees	4	855	1,050	\$3,420	\$4,200
25CFSS101A 25PSJS92	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 on 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	3	Classroom	T. Poppe		CFS Specialists, & Supervisors, Resource Development Workers & Supervisors	4	855	1,050	\$3,420	\$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	1	Webinar			CFS Specialists & Supervisors	4	285	350	\$1,140	\$1,400
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	1.5	Classroom			CFS Specialists & Supervisors	2	427.5	3525	\$855	\$1,050
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	10	Classroom	T. Poppe		DHHS Legal, Program Specialists & Administrators, other training staff and other support staff	3	2850	3,500	\$8,550	\$10,500
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	1	Webinar	T. Poppe		CFS Specialists & Supervisors	4	285	350	\$1,140	\$1,400
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	3	Classroom	S.Carmichael		CFS Specialists & Supervisors	4	855	1,050	\$3,420	\$4,200

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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	6	Classroom			CFS Specialists & Supervisors	4	1710	\$2,100	\$6,840	\$8,400
25PSJS60	Engaging Families - Initial Safety & Risk Assessment Application (Also RIS for NWT)	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	9	Classroom			CFS Specialists	12	2965	\$3,150	\$30,780	\$37,800
Not yet on EDC	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	6	Classroom	S. Kimek		CFS Specialists & Supervisors, Tribal workers	12	1710	\$2,100	\$20,520	\$25,200
25PSJS76	Interviewing Children - Application (Also RIS for NWT)	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	6	Classroom			CFS Specialist & Supervisors	4	1710	\$2,100	\$8,840	\$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	6	Classroom			CFS Specialists & Supervisors	1	1710	\$2,100	\$1,710	\$2,100
Curriculum	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%	0	1	Online recorded training			CFS Specialist & Supervisors	ongoing	0	\$0	\$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	2	Webinar with recording			CFS staff not in pilot areas, stakeholders and partners in community and courts	6	570	\$700	\$3,420	\$4,200

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25PSJS78P	Alternative Response Primer	Provides 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	18	Classroom			CFS Staff in pilot sites	12	5130	\$6,300	\$61,560	\$76,600
25PSJS74	Alternative Response - Fidelity Training (not on AG list)	Offered to keep knowledge and skills active for staff who are working with Alternative Response. Provides opportunities to discuss the progress and barriers to implementation of the Alternative Response while helping all AR staff assure fidelity to the AR model. This will include updates to the policy, forms, and information so that all AR staff are consistent in the implementation of AR.	Social work practice, communication skills, assessment to determine whether a child requires removal from the home	75%	3	0	Classroom or Webinar	Tracy Poppe Sherri Haber Jerrilyn Crankshaw Beri Edwards		CFS Staff in pilot sites	12	855	\$1,050	\$10,260	\$12,600
25PSJS95	Alternative Response - Intake (not on AG list)	To instruct CFSS Intake Workers on the SDM Alternative Response Screening policy criteria and implementation. To provide information as to the information needed to make informed screening decisions and documentation in NFOCUS. To provide a basic explanation of the Alternative Response system process			3	3	Classroom	Sandy Carmichael			6	855	\$1,050	\$5,130	\$6,300
25PSJS96	Alternative Response - RED Team (not on AG list)	Provides a description of and specific training as to the RED Team's role in the Alternative Response process. Instructions as to policy, and application of AR. RED Team criteria for cases being returned from AR for review to determine if it is safe for them to remain in the AR track or if the situation requires that they be moved to the Traditional Response track. AR criteria definitions and tools to provide ease of use of the RED TEAM AR screening process will be provided. Discussion and guidance will result from discussion of scenarios.			3	3	Classroom	Sandy Carmichael			6	855	\$1,050	\$5,130	\$6,300
25PSJS101	Alternative Response for Resource Development (not on AG list)	This training provides a basic description of Alternative Response concepts, including the culture change, the guiding principles, desired outcomes, and Protective Factors		75%	3	3	Classroom	Tracy Poppe Alicia Kuklish			4	855	\$1,050	\$3,420	\$4,200
25PSJS98	Transitioning Youth to Independent Living and Self-Sufficiency (titled on AG list: Independent Living, Bridge to Independence & Resources)  (Also RIS for NWT)	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	6	Classroom			CFS Specialists & Supervisors	14	1710	\$2,100	\$23,940	\$28,400
25PSJS61	Juvenile Services Specialization  (Also Spec. for NWT)	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	18	Classroom			CFS Specialists & Supervisors	3	5130	\$6,300	\$15,390	\$18,900

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Curriculum	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%	0	3	Online recorded training			CFS Specialists, Income Maintenance Foster Care workers & supervisors	ongoing	0	\$0	\$0	\$0
25PSJS001	Adoption: All Topics: Processes and Forms (Also Spec. for NWT)	Participants learn about the case management and post-placement supervision responsibilities of the adoption worker. They also learn the process and procedures necessary to notice fathers in adoption planning, take relinquishments, use the adoption exchanges and about how to make an adoptive placement, determine eligibility for subsidy, develop subsidy agreements, discuss openness, finalize adoptions, and discuss post-adoption services.	Permanency planning (including using kinship care, adoption exchange, negotiation of adoption assistance services.	75%	10	3 to 9	Classroom or Webinar	Stacey Klimek		CFS Specialists & Supervisors, especially those in Permanency Units	4	2850	\$3,500	\$11,400	\$14,000
Curriculum	Home Studies (titled on AG list: 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 home 25PSJS67s	75%	0	1	Webinar with Recording			CFS Specialists & Supervisors	ongoing	0	\$0	\$0	\$0
25PSJS66	Advanced Testifying (titled on AG list: 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	6	Classroom			CFS Specialist & Supervisors	4	1710	\$2,100	\$6,840	\$8,400
25PSJS66s	Advanced Testifying and Using SDM in the Court Room (not on AG list)	To better prepare workers to testify in judicial proceedings, this individualized practice testifying experience builds on new worker training and the Monroe family facts that were used during Testifying training. In preparation, workers will complete and submit to a CCFL legal trainer self-identified areas of testimony that need to be improved (e.g. cross examination, placement, confidence, communicating new information, and, objections). In addition, workers will attend a 3 hour training session where they will develop with a CCFL legal trainer and Case Management Trainer: 1) A job description; 2) A summary of the facts relevant to the hearing; and 3) A list of what is being recommended for the family, and the reasons for the recommendations; and 4) An explanation of how SDM was utilized in case planning		75%	4		Classroom				8	1140	\$1,400	\$9,120	\$11,200
25PSJS90	RD N-FOCUS (not on AG list)	This training will provide new Resource Development workers with a basic understanding of NFOCUS Navigation, Organization Maintenance, and Service Approvals in NFOCUS		75%	3		Classroom					855	\$1,050	\$855	\$1,050
Curriculum	Understanding Substance Use Disorders, Treatment and Family Recovery (also an RIS in NWT)	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%	0	5	Online self-study			CFS Professionals	ongoing	0	\$0	\$0	\$0
Curriculum	Working with the Schools - Multiple Topics	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%	0	1	Webinars & online recordings	Tricia Kingslay		CFS Specialists & Supervisors	6	0	\$0	\$0	\$0

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October 2014

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	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%	0	3	Classroom			Tribal Workers & Supervisors	2	0	\$0	\$0	\$0
Curriculum	Random Moment Time Study	Describes the guidelines and use of the RMTS process.		0%	0	1	Online Self Study			CFS Specialists Resource Developers & Supervisors	ongoing	0	\$0	\$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	7	Classroom	Sandy Carmichael		CFS Specialists & Supervisors	4	1995	\$2,450	\$7,980	\$9,800
Not yet on EDC	Car Seat Safety (also an ERIS in NWT)	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	3	Classroom	Ann Dawson Ashley Peters		CFS Specialists, Case Aides	12	855	\$1,050	\$10,260	\$12,600
25PSJS80	Dragon Naturally Speaks (not on AG list)	To train HHS workers in the use of Dragon Naturally Speaks voice recognition software for their work in regard to entering narratives directly into N-FOCUS, creating word documents, and corresponding through Microsoft Outlook.		0%	0	4	Classroom	Joe Skorupa			12	0	\$0	\$0	\$0
25PSJS83	Kinship Care Walk Through Checklist (not on AG list)	This training will familiarize CFS Specialists and Resource Development Workers with a functional tool to be used when assessing safety prior to placement/safety intervention in kinship and relative home		75%	0.5		Classroom				12	142.5	\$175	\$1,710	\$2,100
25PSJS80	Mandt Recertification and Worker Safety	This training builds understanding about the need for healthy relationships, positive communication, and conflict resolution skills when working with families		50%	9		Classroom				12	2565	\$3,150	\$30,780	\$37,800
25PSJS98	Multiple Reporter Assessments (not on AG list)	Participants will learn how Initial Assessments should be handled in a variety of multiple reporter situations, in order to more efficiently and effectively assess allegations and assure child safety without unnecessary duplication. Discussion will be around the CFSS's roles & responsibilities in assessing and documentation of multiple reporter intakes, and in appropriate procedures for efficiently facilitating the multiple reporter intake/assessment process		75%	0	1	Classroom				0	0	\$0	\$0	\$0
25PSJS100	Child Advocacy Narratives & Compliance Rating in Case Plans for Non-Court Involved Cases (not on AG list)	CFSS and CFS Supervisors will learn about the Child Advocacy Narratives and Compliance ratings that are required in non-court involved case plans. Discussion will include the State Statute 28-728 (4b), that requires this narrative, who reviews the narrative, and how the information from the narrative is used. Participants will learn the location of the narratives and compliance ratings notated within the case plan on N-Focus.			0	1	Classroom				0	0	\$0	\$0	\$0
25PSJS99	Organizational Skill Building (not on AG list)	To provide ideas, tips, tools and various guides to help CFSS get organized			0	3	Classroom				0	0	\$0	\$0	\$0
Curriculum	Protection Orders in Nebraska (not on AG list)	Information on the three types of protection orders available in Nebraska: domestic violence, harassment, and restraining orders. Training addresses the process for obtaining each type of protection order and includes information as to how federal law may impact the enforcement of protection orders. The training is interactive and provides opportunities to apply the knowledge gained using case scenarios to determine the appropriate use of each protection order.			0	1	Online Self Study				ongoing	0	\$0	\$0	\$0

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25PSJS62	OJS Refresher Overview (not on AG list)	Prepares the CFS Specialist with a overview of JSO training or a CFS Specialist who is re-assigned to work as a JSO during the transition of youth to probation. It is preferred that the CFSS had previously attended JSO training.		0%	0	3	Classroom				0	0	\$0	\$0	\$0
25PSJS89	Bridge to Independence Program (not on AG list except up under NWT)	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. Service coordination will continue to address needs identified in the <i>Independent Living Transition Proposal</i> that was created prior to the youths' 18th 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.			24		Classroom				2	6840	\$8,400	\$13,680	\$16,800
453	ICPC	This training will provide an overview of the Interstate Compact on the Placement of Children (ICPC) and the ICPC administrative process. Participants will receive specific information on 1) how to submit an ICPC referral packet; 2) how to complete ICPC forms; 3) time frames of an ICPC request; 4) supervision of an ICPC case; and 5) how to close an ICPC case.	Permanency	75%	0	2	Webinar	CCFL Trainer		CFS Specialists & Supervisors	ongoing	0	\$0	\$0	\$0
	Motivational Interviewing	Under development	Communication skills, social work practice	75%	6	0	TBD			CFS Specialists & Supervisors	4	1710	\$2,100	\$6,840	\$8,400
	Trauma Informed Care	Under development	Child abuse and neglect issues, effects of separation, grief and loss	75%	6	0	TBD			CFS Specialists & Supervisors	4	1710	\$2,100	\$6,840	\$8,400
	Human Trafficking	Under development	Child abuse and neglect issues		6	0	TBD			CFS Specialists & Supervisors	4	1710	\$2,100	\$6,840	\$8,400
	Family Finding	Under development	Permanency planning, effects of separation, visitation, preservation & strengthening families	75%	6	0	TBD			CFS Specialists & Supervisors	4	1710	\$2,100	\$6,840	\$8,400
	Effects of Methamphetamine	Under development	Substance Abuse	75%	6	0	TBD			CFS Specialists & Supervisor	4	1710	\$2,100	\$6,840	\$8,400
	Cultural Sensivity in Case Management	Under development	Cultural Competency, communication skills	75%	6	0	TBD			CFS Specialists & Supervisors	4	1710	\$2,100	\$6,840	\$8,400
	Well Being - Protective Factors	Under development	Strengthen and perseve families	75%	6	0	TBD			CFS Specialists & Supervisors	4	1710	\$2,100	\$6,840	\$8,400
	Culture of Poverty	Under development	Strengthen and perseve families, Communication skills	75%	6	0	TBD			CFS Specialists & Supervisors	4	1710	\$2,100	\$6,840	\$8,400

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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	6	Classroom	Paulette Wathan		Identified CFS Specialists chosen to be Mentors	6	1710	\$2,100	\$10,260	\$12,600

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<b>Supervisor &amp; Manager Training</b>															
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 use 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	6	Classroom	Sandy Carmichael		CFS Supervisors	4	1710	\$2,100	\$6,840	\$8,400
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	7	Classroom			CFS Supervisors & Administrators	4	1995	\$2,450	\$7,980	\$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%	9	3	Classroom	Paulette Wathen		CFS Supervisors & Administrators	2	2565	\$3,150	\$5,130	\$6,300
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%	0	14	Classroom	HRD		CFS Supervisors & Administrators	6	0	\$0	\$0	\$0
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%	0	3	Classroom	HRD		Supervisors & Managers	4	0	\$0	\$0	\$0
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%	0	3	Classroom	HRD		Supervisors & Managers	4	0	\$0	\$0	\$0
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%	0	3.5	Classroom	HRD		Supervisors & Managers	4	0	\$0	\$0	\$0
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%	0	3	Classroom	HRD		Supervisors & Managers	4	0	\$0	\$0	\$0
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%	0	3	Classroom	HRD		Supervisors & Managers	4	0	\$0	\$0	\$0
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%	0	6	Classroom	HRD		Supervisors & Managers	4	0	\$0	\$0	\$0

