NEW Partnership for Children and Families

Welcome Packet

For Child Welfare Supervisors

May 2011

NEW Partnership for Children and Families
University of Wisconsin - Green Bay
2420 Nicolet Dr – Rose Hall 310
Green Bay, WI 54311-7001
Phone: (920) 465-2724
Fax: (920) 465-2961
newpart@uwgb.edu
www.uwgb.edu/newpart

UNIVERSITY of WISCONSIN
GREEN BAY

NEW Partnership for Children and Families
Welcome Packet for Child Welfare Supervisors
Table of Contents

TO: New County Public Child Welfare Supervisors in Northeastern Wisconsin

FROM: Stephanie Reilly, Director, NEW Partnership for Children and Families

RE: Information about the NEW Partnership for Children and Families and Training Opportunities for Public Child Welfare Supervisors / Staff

---

Welcome!

From the staff at NEW Partnership for Children and Families -- Welcome Aboard! As a county public child welfare supervisor in one of the 26 county agencies that are a part of the NEW Partnership for Children and Families, you have access to an array of training opportunities for yourself and your child welfare staff.

In order to introduce you to the NEW Partnership for Children and Families, you have received this Welcome Packet that includes (1) information about the NEW Partnership (in "About Us"), (2) questions and answers about training availability and registration, (3) basic information about what to expect in the training environment, (4) information about New Hire Pre-Service Training, (5) information about Worker Foundation Training, (6) information about Special Skills and Topics Training, (7) information about joining the NEW Partnership Training Announcement ListSev, and (8) information about completing and utilizing the results of the Learning Styles Inventory. Your newly hired staff receive this same information from NEW Partnership.

As a supervisor of a child welfare unit, your Welcome Packet also includes information about (1) Supervisor CORE Training, (2) Transfer of Learning (TOL), (3) supervising in an eLearning Environment, (4) certification of new hire completion of pre-service training, and (5) basic information about Title IV-E funding and match.

Within the next few weeks, Tammy Snortum, Training Manager for NEW Partnership, will be in contact with you to introduce herself, answer any initial training-related questions you have, and schedule some time to meet with you.

Please feel free to contact us at any time with training related questions!

NEW Partnership for Children and Families • UW-Green Bay, Rose Hall Suite 310, 2420 Nicolet Drive, Green Bay, Wisconsin 54311-7001 •
Phone: (920) 465-2724 • FAX: (920) 465-2961 • E-mail: newpart@uwgb.edu • Web site: www.uwgb.edu/newpart/

Section I: About Us

In fall 1991, the University of Wisconsin-Green Bay Social Work Program was awarded a five-year child welfare training grant from the US Children's Bureau, USDHHS. The purposes of this grant were to: (1) develop training programs for currently employed child welfare workers in the four counties (Brown, Outagamie, Shawano and Oconto) and the three Tribes (Menominee, Oneida, and Stockbridge-Munsee) that were the co-sponsors of the project, and (2) develop a sequence in child welfare at the Baccalaureate Social Work level.

During the next several months, additional counties and tribes expressed interest in joining with the original counties and tribes and UW-Green Bay to work together in the development and implementation of training programs. In total, 26 county social service departments and six tribes worked in partnership with UW-Green Bay to form the NEW Partnership for Children and Families. In addition, the then Bureau for Children, Youth and Families (now Division of Safety and Permanence) in the Division of Community Services (now Department of Children and Families) and the UW Cooperative Extension became partners in the effort.

This cooperative effort resulted in the award of a Title IV-E training contract to UW-Green Bay for the purpose of developing and implementing a comprehensive training program for child welfare workers in counties and tribes that were partners in the endeavor. Title IV-E funds also provided stipends to students preparing for careers in child welfare.

DCF supported the expansion of the Regional Training Partnership model and by 2003 all 72 counties and 11 Wisconsin tribes were a part of regional training partnerships. Aside from NEW Partnership at UW-Green Bay, the other training partnerships are: Western Wisconsin Partnership at UW-River Falls, Southern Child Welfare Training Partnership at UW-Madison, Milwaukee Child Welfare Partnership for Professional Development at UW-Milwaukee, and the Intertribal Child Welfare Training Partnership at UW-Green Bay.

The Wisconsin Child Welfare Professional Development Advisory Council is the body that coordinates and integrates the work of the five regional training partnerships with each other and DCF. It is comprised of county representatives from each partnership region, tribal representatives, DCF personnel, each training partnership’s Director, and representatives from each of the three Universities that have Title IV-E stipend programs for social work students.

At present, 26 counties in Northeastern Wisconsin form the NEW Partnership for Children and Families. The NEW Partnership continues to receive an annual state Title IV-E Child Welfare Training Contract from DCF. The Social Work Program at UW-Green Bay has a separate state Title IV-E Child Welfare Training Contract with DCF for the purpose of providing stipends to BSW and MSW students who are interested in a career in public child welfare. Despite having separate contracts, the NEW Partnership and the Social Work Program work closely together to prepare (through education) and support (through training) public child welfare staff in northeastern Wisconsin.

Vision of NEW Partnership

The **vision** of the NEW (Northeast Wisconsin) Partnership for Children and Families is to create a comprehensive system of child welfare professional development, in order to achieve positive outcomes in the lives of children and families.

Mission of NEW Partnership

The **mission** of the NEW (Northeast Wisconsin) Partnership for Children and Families is to collaboratively develop and deliver a comprehensive, competency-based training system for public child welfare professionals.

Annual Activities of NEW Partnership

On an annual basis, the NEW Partnership for Children and Families seeks to accomplish the following training related activities:

A. Provide competency-based training for child welfare staff that is dynamic and responsive to new developments and changes in child welfare research, policy and practice from a national, state and local perspective. We seek to accomplish this by:

    1. Utilizing needs assessment processes to identify training needs for NEW Partnership agencies' directors, managers, supervisors and workers.

    2. Providing training to NEW Partnership child welfare agency staff on foundational and advanced aspects of child welfare practice that addresses the increasing complexity of child welfare practice and diverse needs of local agencies, within the limits of available funding.

    3. Providing training to NEW Partnership child welfare agency licensed foster parents on foundational aspects of child welfare practice, within the limits of available funding.

    4. Responding to training directives identified in federal and state policy and the training needs identified by the county Quality Service Reviews based upon available funding from DCF and with the input and prioritization by NEW Partnership county agencies.

    5. Contributing to statewide capacity and system structures to develop, sustain, and deliver training.

    6. Recruiting and developing quality regional trainers and curriculum writers to meet the changing needs of the NEW Partnership agencies.

    7. Collaborating with the Social Work Professional Program to develop the child welfare education curriculum in concert with the child welfare training curriculum.

B. Evaluate all training offered in order to assess program goals and analyze the impact of training on child welfare practice in NEW Partnership.

C. Ensure efficient and effective administration of NEW Partnership. We seek to accomplish this by:

   1. Continuing to pursue improvements in the human resources management systems of NEW Partnership.

   2. Maintaining and enhancing the operations of NEW Partnership through strategic planning.

   3. Identifying opportunities for and development and implementation of strategies to enhance and diversify funding for NEW Partnership.

   4. Maintaining NEW Partnership's fiscal processes.

   5. Maintaining and enhancing the ongoing relationships with the Social Work Professional Program at UW-Green Bay, the University, NEW partners and members, DCF, and all training Partnerships.

D. Support the development of the Intertribal Child Welfare Training Partnership by providing ongoing supervisor, staff and fiscal related support to the Intertribal Child Welfare Training Partnership.

NEW Partnership Strategic Plan

Annually, to guide the work and priorities of the NEW Partnership, NEW Partnership staff and county agency directors and supervisors develop a strategic plan. For the current annual NEW Partnership strategic plan, please visit the NEW Partnership website at: http://www.uwgb.edu/newpart/PDF/StratPlan.pdf.

Operation of NEW Partnership

At present the NEW Partnership staff includes a director, training manager, foster parent training manager, training specialist, full-time trainer, part-time trainer, program manager, program assistant, financial specialist, and student office assistants.

Administrators from all of the participating agencies in NEW Partnership are invited to meet twice annually to advise the Steering Committee on policies, goals, and plans. In addition, a Steering Committee, comprised of eight administrators elected by their county peers, a representative from the Social Work Program, and Regional Office Area Administration, meets on a regular basis with NEW Partnership staff. A Professional Development Advisory Committee, that includes supervisors and lead workers from the county agencies within NEW Partnership, meets with the Training Manager and Foster Parent Training Manager to advise on the content of training, identify training priorities and needs, and provide input on the content of the BSW and MSW child welfare courses.

Fiscal Resources that Support the NEW Partnership

The NEW Partnership for Children and Families is supported by a mixture of funding sources, including Federal Title IV-E funds, state funds provided by the Wisconsin Department of

Children and Families (DCF) and UW-Green Bay, county funds provided by each of the 26 county agencies that are part of the NEW Partnership region, and in-kind resources provided by the county agencies, UW-Green Bay, and DCF. Please see Section VI for specific details about the supervisor's role in supporting Title IV-E funding and match.

NEW Partnership Participating Agencies

- The child welfare staff of Brown, Calumet, Door, Florence, Fond du Lac, Forest, Green Lake, Kewaunee, Langlade, Lincoln, Manitowoc, Marathon, Marinette, Marquette, Menominee, Oconto, Oneida, Outagamie, Portage, Shawano, Sheboygan, Vilas, Waupaca, Waushara, Winnebago, and Wood county departments of social/human services.
- The Social Work Professional Program at UW-Green Bay and the Collaborative MSW Program at UW-Green Bay and UW-Oshkosh.
- The Wisconsin Department of Children and Families.

NEW Partnership Staff Names, Numbers, and Emails

NEW Partnership for Children and Families
University of Wisconsin Green Bay
2420 Nicolet Dr., Rose Hall 310
Green Bay WI 54311-7001

Phone: 920-465-2724
Fax: 920-465-2961
General email - newpart@uwgb.edu
Website – http://www.uwgb.edu/newpart

NEW Partnership Staff		Phone	E-mail
Patty Baker	Foster Parent Training Manager	920-465-2745	bakerp@uwgb.edu
Candy Conard	Trainer	920-465-2245	concardc@uwgb.edu
Jennifer Heil	Trainer	920-465-5109	heilje@uwgb.edu
Liz Hessler	Program Assistant III	920-465-2724	hesslere@uwgb.edu
Kristin Lampe	Training Specialist	920-465-2960	lampek@uwgb.edu
Karen Opolka	Financial Specialist	920-465-2813	opolkak@uwgb.edu
Stephanie Reilly	Director	920-465-2866	reillys@uwgb.edu
Tammy Snortum	Training Manager	920-465-2106	snortumt@uwgb.edu
Samantha Surowiec	Program Manager	920-465-2363	surowies@uwgb.edu

Liz Hessler is the primary contact person for all questions regarding training.

NEW Partnership Website

The following resources are available on our website (http://www.uwgb.edu/newpart/):

- Online and printable registration forms
- About our staff
- About our trainers
- Training Schedule
- Training Descriptions
- Location information
- Directions to training locations

Section II: Supervisor and Worker Training

HFS (DCF) 43 – The Child Welfare Training Rule

As of February 1, 2008, the Wisconsin Department of Health and Family Services (now DCF) rule HFS (DCF) 43 (the Child Welfare Training Rule – DCFS numbered memo 2008-02) established minimum training standards for pre-service training, foundation training, ongoing training and supervisory training of child protective services staff (per the training rule, child protective service staff includes the functions of access, initial assessment, and ongoing). As part of the rule, each agency was directed to develop an agency training plan that defined their pre-service training and orientation activities (please see your agency director for your county's training plan for child welfare staff).

Briefly, HFS (DCF) 43 indicates the following:

Pre-Service Training – Requirements

- The pre-service training requirements apply to caseworkers and supervisors hired as of February 1, 2008.
- Each agency must have a training plan outlining specific plans for pre-service training on file and submitted to DCF.
- The minimum period for pre-service training is full-time for one week. Pre-service training must be a combination of the approved web based content (or approved alternative) and other training activities (for example, on the job training or job shadowing).
- Pre-service training must be completed before a caseworker can have primary assignments on cases or a supervisor can provide direct supervision to a child protective services caseworker.
- New caseworkers and supervisors must register for pre-service online – the registration information will be sent to NEW Partnership to initiate the IV-E training reimbursement procedure and the New Worker/New Supervisor Packet procedure.
- New caseworkers and supervisors who are exempt from the pre-service training requirement (see below) are asked to register for pre-service training so the New Worker/New Supervisor procedure can be initiated through NEW Partnership.
- Completion of pre-service must be documented by the employing agency in eWiSACWIS under the Worker Training Tab.

Pre-Service Training – Exemptions

- The caseworker or supervisor received pre-service training as a CPS caseworker or supervisor through another agency. This must be documented.

- The caseworker or supervisor began employment as a CPS caseworker before February 1, 2008 and provides documentation of training/work experience that is equivalent to pre-service training. The employing agency shall determine whether the above is equivalent to pre-service training and maintain this record.

- Caseworker or supervisor received a BSW or MSW from a CSWE-accredited program that is approved by the department as having curriculum content that is equivalent to pre-service training. The employing agency shall determine whether this meets the requirement and maintain this record.

NOTE: The BSW/MSW Program at the University of Wisconsin-Green Bay requires all Title IV-E stipend students to complete the web based portion of pre-service training prior to graduation.

Foundation Training – Requirements

- The foundation training requirements apply to caseworkers and supervisors hired as of February 1, 2008. Caseworkers must complete worker foundation training courses within the first 2 years of employment. Supervisors must complete worker foundation training within 12 months after initial employment.

- The foundation training requirement consists of 15 days of training from a list of foundation training courses approved by the Wisconsin Child Welfare Training Council (now Professional Development Advisory Council). The following courses are required as part of the above noted 15 days of training: Safety, Engaging to Build Trusting Relationships, Interviewing in Child Welfare and Case Practice with American Indian Tribes.

- Completion of foundation training must be documented by the employing agency in eWiSACWIS under the Worker Training Tab.

Foundation Training – Exemptions

- The caseworker or supervisor began employment as a CPS caseworker before February 1, 2008 and provides documentation of training/work experience that is equivalent to foundation training. The employing agency shall determine whether the above is equivalent to foundation training and maintain this record.

- The caseworker or supervisor has completed caseworker core training or supervisor core training and the employing agency is provided with this documentation. The employing agency shall determine whether the above is equivalent to foundation training and maintain this record.

Complete requirements for pre-service, foundation, ongoing and supervisor training are found in Numbered Memo 2008-02 located at:
http://dcf.wisconsin.gov/memos/num_memos/2008/2008-02.pdf.

Pre-Service Training

Accessing and Registering for Pre-Service Training

For the newly hired child welfare staff in your unit, web-based Pre-Service training, developed and maintained by the Wisconsin Child Welfare Professional Development System, is available. The Pre-Service training is knowledge, awareness and value driven web-based training that includes nine modules on the following topics: introduction to child welfare, engaging families, safety, development and dynamics of human behavior, access, court, initial assessment, ongoing services, and permanency. New child welfare staff in your agency register for and complete, within the first few weeks of their employment, the web-based Pre-Service training via the Wisconsin Professional Development Training System website at: http://www.wcwpds.wisc.edu/caseworker-training/pre-service/.

Supervisor Pre-Service Training Pages

The web-based Pre-Service training is reinforced by in-agency activities that you, as the supervisor, direct and support. Each training module provides a supervisor content overview and specificity about the areas where new workers will be directed to seek you out for additional or agency-specific information. The Supervisor Pages for each Pre-Service training module can be accessed at the following link: http://www.wcwpds.wisc.edu/preservice/.

> Once you reach the "Home Pre-Service Overview" page, you will see the "Module Descriptions" for each of the nine modules. At the conclusion of each module description, for example "Introduction to Child Welfare", you will find a link entitled "Supervisor's Information." By clicking on the words "Supervisor's Information" in each section, you will be directed via the imbedded link to the supervisor content overview for that specific module.

Module Descriptions

> The following is an overview of the Wisconsin Child Welfare Professional Development System's modules:
>
> Introduction to Child Welfare
>
> Orientation to the political, philosophical and ethical contexts within which child welfare staff work as well as to worker safety and eWiSACWIS.
> Supervisor's Information

Supervisor Role in Creating and Supporting an eLearning Environment

There are many advantages to eLearning (also called web-based learning) – it provides consistent information to all participants, it allows participants to learn at their own pace, it allows participants to revisit the information for a refresher as needed, and it matches well with theories of adult learning. While web-based training cannot solely teach knowledge and skills to child welfare staff, it can prepare and support the effectiveness of classroom-based training sessions to reduce the time away from the agency and travel-related expenditures.

The supervisor role in creating and supporting an eLearning environment is critical. Supervisors need to have discussions with staff who are completing web-based training to reinforce that web-based training is as important as classroom-based training. Supervisors also need to emphasize the importance of web-based training by assuring that staff have ample time to complete the web-based training components in a quiet place where they will not be disrupted by phone calls, emails, or co-workers.

Hardware/Software Requirements

Additionally, supervisors need to assure that the agency has the technology available for web-based training and that the hardware/software requirements for supporting the technology-based training are in place. Specific information about the hardware/software requirements and technology considerations to support web-based training include:

- Hardware
  - Windows
    - Intel Pentium II 450 MHz or faster
    - 128MB of RAM
  - Mac
    - G3 500MHz of faster
    - 128MB of RAM
- Software
  - Flash Player 6.079 or later (recommend v8 or higher)
  - Adobe Acrobat Reader
- Other
  - Soundcard – internal or USB soundcard key
  - Speakers or headphones

Technology Considerations

- ❑ Don't use the oldest, unclaimed computer
- ❑ Try not to use wireless
- ❑ Keep things clean – mouse, monitor, keyboard
- ❑ If using headphones, either buy disposable headphones or invest in a decent set
- ❑ Printer with paper available
- ❑ Make sure staff know about the available tech support and what the process is to access the agency's/county's tech support

Finally, supervisors need to be intimately aware of the web-based training content. In order to best support their staff's learning via web-based training, supervisors are encouraged to complete the web-based Pre-Service training and review Foundation Pre-Training components as they become available. The web-based Pre-Service training is available at http://www.wcwpds.wisc.edu/preservice.

Completion, Documentation and Match of Pre-Service Training

Once a worker from one of the county agencies in the NEW Partnership training region registers for the web-based Pre-Service training, an email is generated to the NEW Partnership informing of the Pre-Service training registration. At that time, NEW Partnership staff send an email to the worker and his/her supervisor welcoming the worker to the NEW Partnership training region. Additionally, the new worker is sent the New Worker Welcome Packet that includes information about the NEW Partnership, questions and answers about training availability and registration, information about joining the NEW Partnership Training Announcement ListServ, basic information about what to expect in the training environment, information about New Hire Pre-Service and Worker Foundation Training, and information about completing and utilizing the results of the Learning Preference Inventory.

Approximately 3-4 weeks after the new worker's hire date, NEW Partnership staff send the supervisor an email asking that the Pre-Service Match Certification Form be completed with the worker's pre-service completion date, hours worked per week, and hourly salary/fringe information. The supervisor is asked to sign the form to verify completion and accuracy of information and submit it to the NEW Partnership in order to generate Title IV-E dollars. Specific information about Title IV-E funding and match is located in Section VI of this packet.

Completion of Pre-Service training must be documented in eWiSACWIS under the Worker Training Tab. The official record that DCF will use for worker completion of Pre-Service training is eWiSACWIS. The completion date for Pre-Service training should include the date that all the web-based Pre-Service training content, On-the-Job-Training (OJT), and other county orientation activities are completed. New hires are required to complete the Pre-Service Training, OJT, and agency orientation activities, as defined with the agency's training plan, prior to assuming primary case assignment. In order to assist you in having paper documentation of the completion of Pre-Service training, you may want to have the worker print off the quiz's that are completed as part of the web-based Pre-Service training. Additionally, you may want to use the Pre-Service Training Record template created by one of the counties to aid in the recording of Pre-Service training and county orientation activities. The template is located at http://www.uwgb.edu/newpart/PreService.html under "Pre-Service Forms".

Worker Foundation Training

Foundation Training Courses

After the completion of pre-service training, the NEW Partnership offers skill-based Worker Foundation training consisting of ten classroom-style sessions and one web-based session. All newly hired public child welfare staff are expected to complete 15 days of Foundation training within two years of employment.

The following Worker Foundation training sessions are required for all staff hired after 2-1-08:

Worker Foundation Required Training (10 days total)

* Engaging to Build Trusting Relationships (3 days)
* Interviewing in Child Welfare (3 days)
* Safety (2 days)
* Case Practice with American Indian Tribes (2 days)

With you, staff then select a minimum of 5 days of training from the Worker Foundation training menu to meet their job-specific training needs and fulfill the Foundation training requirements:

Worker Foundation Menu Training (choose an additional 5 days, or more if desired, from the menu below)

* Professionalism in Child Welfare (1 day)
* Effects of Maltreatment on Child Development (2 days)
* Separation, Placement and Permanency (3 days)
* Collaborative Teaming in Human Services (3 days)
* Access (1 day)
* Initial Assessment (3 days)
* Legal Affairs (is available in a web-based format at http://www.wcwpds.wisc.edu/caseworker-training/, then click the "foundation" heading and select "Legal Affairs")

NOTE: As per the "Foundation Attendance and Missed Training Days Policy", due to the skill-based design of certain foundation training session, participants must attend all days of the training session or make up the entire training session. For complete details, please see the policy located at: http://www.uwgb.edu/newpart/Bylawspolicies.html.

The Engaging to Build Trusting Relationships, Interviewing in Child Welfare, and Safety training sessions are the bedrock upon which all of the other training sessions have been built; therefore, sequencing, or the order in which the training sessions are taken, is very important. In order to assist you in understanding the sequencing of the Foundation training series, a visual is available at: http://www.uwgb.edu/newpart/PDF/PreReqChart.pdf

Additionally, all of the Worker Foundation training session descriptions clearly identify the training session (s) that must be completed before registering the worker for the session s/he is interested in completing. The Foundation Training session descriptions begin below and are also located on the NEW Partnership website as part of the annual Foundation Training Schedule at: http://www.uwgb.edu/newpart/Training_Schedule/CORE_TrainingSchedule.htm.

Foundation Pre-Training Activities

Some of the Foundation Training sessions will have web-based pre-training activities that need to be completed prior to attendance at training. Upon registration, the trainee will be notified if there is a required web-based pre-training activity. At the present time, the only training that has a web-based pre-training activity is the Effects of Maltreatment on Child Development course. It is imperative that trainees complete the web-based pre-training activity before attending the training session, as the classroom portion of the training assumes that the trainee completed the pre-training activity and therefore has the knowledge and information provided. The classroom training starts where the web-based pre-training leaves off.

Worker Foundation Training Descriptions

Engaging to Build Trusting Relationships - Engagement is core to child welfare work with families. This skill based training is built on the philosophy that in order for workers to engage families in a change-oriented process through trust-based relationships, they need knowledge of and the ability to apply engagement skills, stages of change, a strength based perspective, a solution-focused approach, and teaming with families to create plans for change throughout the life of a case.

This training addresses culturally appropriate engagement, developing a long term view and listening to the family's story, strengths based approach and the challenge lens, family systems dynamics, solution-focused engagement, stages of change and working through resistance.

Engagement skills training provides a framework to create the desired core conditions necessary for building trust with families: genuiness, respect, empathy and competence. The skills of exploring, focusing, and guiding are emphasized to create the desired core conditions. Skill development is emphasized in this training and there will be opportunity to practice throughout the session.

This course is a pre-requisite for the following Foundation Training sessions: Interviewing in Child Welfare; Initial Assessment; and Safety Intervention in Ongoing Services.

Interviewing in Child Welfare - ***Engaging to Build Trusting Relationships is a pre-requisite to the Interviewing in Child Welfare training session***. Participants in this training will build on the engagement skills learned in the "building trusting relationships" workshop. This training focuses on developing the interviewing skills needed to complete assessments. The interviewing in child welfare approach is a comprehensive, strength, needs, and team based approach. This training will focus on how to interview children and families after a trusting relationship has been developed. The participants will have the opportunity to learn how to use ecomaps, timelines, genograms, and ethnographic interviewing to enhance their ability to interview, gather information, analyze information, and develop family- driven case plans. This training will offer participants the opportunity to learn how to interview families in a culturally competent manner.

This course is a pre-requisite for the following Foundation Training sessions: Initial Assessment; and Safety Intervention in Ongoing Services.

Safety - ***The Safety web-based pre-service training module is a pre-requisite to this training session – once registered for this session, participants will be notified on how to access the web-based pre-service training***. Determining whether a child is unsafe and taking action to assure safety is, arguably, the most critical CPS function. The findings of the Child and Family Services Review have, again, confirmed that it is collaborative work with the family and community to provide for the safety of children in their own home or, if necessary, in a placement outside their home. This training addresses concepts, specific knowledge and skills necessary to perform that role. Safety foundation training builds on the content of the Safety Pre-Service and completion of the pre-service is required to maximize the benefit from this training. The curriculum incorporates the Safety Intervention Standards and eWiSACWIS documentation. Participants will walk through each step of the Safety Intervention process considering the information needed for decision making, the analysis process and applying this to case information. Participants will develop an in-home safety plan in groups and will, along with their supervisor, receive detailed feedback on that plan after training.

This course is a pre-requisite for the following Foundation Training sessions: Access; Initial Assessment; and Safety Intervention in Ongoing Services.

Case Practice with American Indian Tribes - This foundation training presents the reason and legislative intent of the Indian Child Welfare Act, as well as the process for workers to follow in complying with ICWA in Wisconsin. Participants will learn to facilitate the implementation of ICWA. They will learn to identify and access resources needed to implement the law.

Participants will learn about Indian cultures and how to work effectively with American Indian families. They will learn how to work collaboratively with tribal partners and offer culturally specific services to American Indian families.

Professionalism in Child Welfare - This training is an overview of topics forming the foundation for the provision of professional and ethical child welfare services. Participants will explore fundamental values of social work and the unique ethical challenges of applying them in the field of child welfare which often requires working with families who do not come voluntarily to the public agency, and where the agency must assure that a child's need for safety is met. Forming healthy professional boundaries for child welfare workers is also discussed.

Effects of Maltreatment on Child Development – ***Web-based pre-training activities on Normal Child Development are a pre-requisite to this training session – once registered for this session, participants will be notified on how to access the web-based materials.*** Participants will actively explore the developmental outcomes of child abuse and neglect in children from birth to adolescence and establish a framework for the early recognition of developmental problems, enhancing the professional's ability to formulate appropriate family service plans. Additionally, participants will learn to: recognize the normal milestones of development; identify indicators of development delay; recognize the negative impact of maltreatment on normal development; recognize when children's behavior problems may be symptoms of developmental delay or emotional disturbance; help parents and foster parents set realistic expectations for children who have developmental delays as a result of maltreatment.

Separation, Placement and Permanency - This training session explores the knowledge and skills required for child welfare workers to provide services related to child placement, including risk assessment, separation and placement services, family intervention, working with foster care givers and reunification. Participants will learn to: understand the potential traumatic outcomes of the separation and placement experience; weigh the risk to a child of remaining at home against the potential trauma of separation; recognize the physical, emotional and behavioral indicators of placement-induced stress; prevent crisis by structuring a placement; involve parents in all phases of the placement process; and know when and how to initiate an adoption plan.

Collaborative Teaming in Human Services - This training introduces participants to the use of the teaming approach when working with families and consumers. Participants will explore the underlying values of the collaborative teaming process and learn how, through collaborative teaming, professional and natural supports come together to prevent crises and reduce the out-of-home placements and hospitalizations when situations begin to escalate. Participants will gain knowledge of the team process and collaborative crisis planning, and will practice team facilitation skills. This training is co-sponsored by the NEW Partnership and the Behavioral Health Training Partnership, also located at UW-Green Bay.

Access – ***Safety training is a pre-requisite to the Access training session. Additionally, the Access web-based pre-service training module is a pre-requisite to this training session – once registered for this session, participants will be notified on how to access the web-based pre-service training.*** "Access" in Child Protective Services is defined as "a process for receiving, analyzing and documenting reports of alleged child abuse or neglect." This one day training starts with a discussion of the role and purpose of Access within the framework of child welfare, and moves to discussion and practice of interview skills appropriate for interacting with someone who is reporting possible child maltreatment. Interview techniques for various stages of the call are covered, including establishing positive contact, addressing the caller's emotional needs, explaining the function of access, allowing the caller time to describe the situation and reason for calling, interviewing to gather additional necessary information, formulating and describing next steps, and closing the call. Participants then listen to a pre-taped conversation between a caller and a social worker, and practice picking out relevant information. Following this exercise, participants engage in an activity and discussion regarding how the quality of the information gathered is related to the screening and urgency decisions made by their supervisor. Access Standards are integrated into the training where applicable.

Initial Assessment - ***Engaging to Build Trusting Relationships, Interviewing in Child Welfare, and Safety training are pre-requisites to the Initial Assessment training session.*** The Initial Assessment Training is designed to provide a solid foundation for primary assessments. Participants will examine how their work can embody the mission and philosophy unique to initial assessment. Significant time will be dedicated to interviewing strategies for initial assessment, with an emphasis on interviewing children. This training will prepare the worker for more advanced forensic interviewing training. Physical indicators of maltreatment, including slides, are included. The training provides a foundation for initial assessment decision making: safety decision making, maltreatment determination and case opening. The curriculum assumes prior participation in Safety Foundation Training and will incorporate, not teach, safety concepts and standards. The training ends with standards and practice associated with case closure after initial assessment and transfer to ongoing services. While this training incorporates the new Child Protective Services Initial Assessment Standards, it is not specifically Standards training. It does not focus on assessing the impact of the Standards on existing agency practice.

Legal Affairs – This training is an entirely web-based foundation training session. For those whose agencies require them to complete Juvenile Court Intake training, this web-based training will be required and will replace the first 2 days of the classroom-based JCI training, resulting in only 3 days of classroom-based training. The Legal Affairs web-based training will also be appropriate for child welfare staff whose agencies do not require them to complete the JCI training. (The training is available at: http://www.wcwpds.wisc.edu/caseworker-training/, then click the "foundation" heading and select "Legal Affairs".).

Supervisor Role in Preparing and Supporting Worker's Foundation Training Learning

As with web-based training, the supervisor's role in preparing and supporting worker's attendance at and learning from Foundation training are critical.

Before the training session, it is important for supervisors to meet with their staff to discuss why the training session is important and what you expect the worker to get out of the training session, identify the expectation that the worker will bring back and apply the information learned in training, and reinforce that the worker complete any web-based pre-training activities associated with the Foundation training session. Upon registration for each Foundation training session, workers will be notified of any web-based pre-training that must to be completed prior to attendance at the classroom Foundation training session.

It is also important for supervisors to assure that staff understand that their work assignment while at the Foundation training session is to participate and learn. Sometimes training participants spend much of the training day checking their messages back at the office and case managing from their cell phones, thus missing the opportunity to participate and learn.

Supervisors can support staff during the training session by assuring that there is adequate agency coverage to limit interruptions during training and dissuading staff from making phone calls on breaks to "check on things back at the office", as there is not enough time on a break to make a phone call and not miss any of the training.

Completion and Documentation of Foundation Training

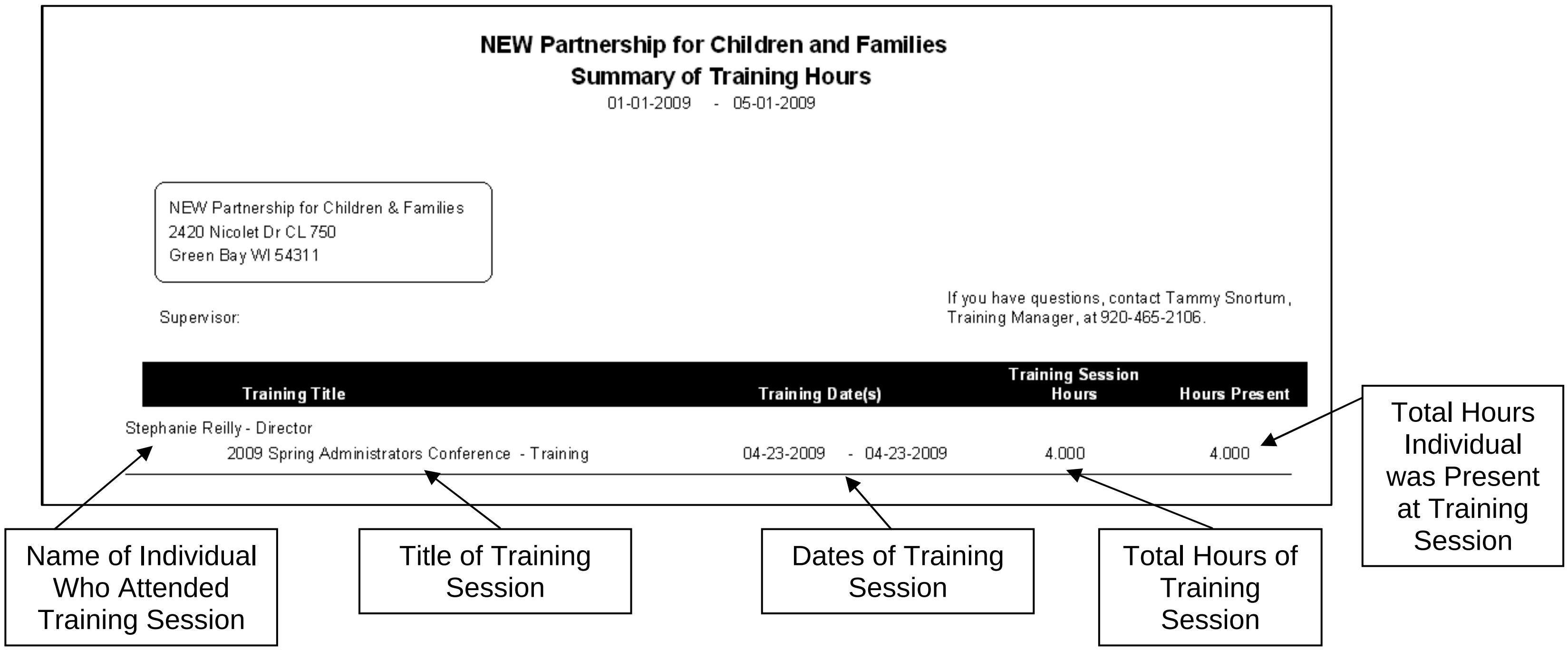
Like Pre-Service training, completion of Foundation training must be documented in eWiSACWIS under the Worker Training Tab. The official record that DCF will use for worker completion of Foundation training is eWiSACWIS. Once a worker has completed all 15 days of the Foundation training, the completion date is noted in eWiSACWIS under the Worker Training Tab. In order to assist you in having paper documentation of the completion of Foundation training, you may want to have the worker provide you with a copy of the agenda for each of the Foundation training sessions attended for their agency training file. The agenda for any training session offered by the NEW Partnership identifies the training title, the trainers, the location, and the date (s) of the training session.

Additionally, supervisors receive a Quarterly Summary of Training Hours Report in April, July, October, and January of each year for the preceding quarter. The Quarterly Summary of Training Hours Report identifies all of the staff in your unit who attended training the previous quarter, the titles of the training sessions attended, the dates of the training sessions attended, the total hours of each training session attended, and the total hours your staff member (s) was present for each training session attended. An example of the report that you will receive is on the next page.

Quarterly Summary of Training Hours Report

Supervisors receive a Quarterly Summary of Training Hours Report in April, July, October, and January of each year for the preceding quarter. The Quarterly Summary of Training Hours Report identifies all of the staff in your unit who attended training the previous quarter, the titles of the training sessions attended, the dates of the training sessions attended, the total hours of each training session, and the total hours your staff member (s) was present for each training session attended. This report allows supervisors to track completion of training for documentation into eWiSACWIS and follow up with staff who may not have attended the entire training session.

The example below includes a report for just one individual for one training session during the time period indicated. If your staff member attends more than one training session or you have more than one staff member whom you supervise attend training in the quarter, your report will list all staff members who attended NEW Partnership training during that quarter and list all sessions each individual attended.



Ongoing Training

For the experienced child welfare staff in your unit, the NEW Partnership offers Special Skills and Topics training sessions to support their ongoing learning and development. Special Skills and Topics training builds upon the knowledge, awareness, skill development and values from the Worker Pre-Service and Foundation training by providing in-depth knowledge and skill development around a specific child welfare topic. Session topics include legal, child sexual abuse, mental health, domestic violence, substance abuse, ethics and boundaries, and poverty.

The NEW Partnership website (http://www.uwgb.edu/newpart) provides up-to-date information about what topics are offered for the year. Additionally, as a supervisor you will receive monthly emails from Tammy Snortum, Training Manager, about ongoing training opportunities offered by the NEW Partnership.

Supervisor CORE Training

The NEW Partnership offers four CORE courses developed especially for new child welfare supervisors. Supervisor CORE training provides the bedrock of knowledge, awareness, skill development and values for managing child welfare staff. Supervisor CORE consists of four classroom-style sessions – Managing within a Child and Family Serving System (CORE 501), Managing Work Through Other People (CORE 502), Supervising and Managing Work Group Performance (CORE 504), and Transfer of Learning (TOL) (CORE 503) – and a CORE wrap-up session unique to NEW Partnership – the Supervisory CORE TOL Meeting. Complete descriptions of each session and their training dates are located at http://www.uwgb.edu/newpart/Training_Schedule/CORE_TrainingSchedule.htm#SuperCore.

Section III: Transfer of Learning (TOL)

The ultimate goal of professional development training is to improve services to children and families by transferring learning into daily practice. Supervisors are critical to that process. The NEW Partnership supports the supervisor's role in assisting the transfer of learning from the training classroom to the work environment in a number of ways:

(A) The NEW Partnership offers the Supervisory Transfer of Learning (TOL) CORE 503 on a regular basis. The TOL CORE training assists the supervisor in building a framework for understanding the administrative, educative, supportive, and leadership roles of supervision, explores how these areas pertain to the supervisor's task of promoting the transfer of learning, and introduces organizational tools designed to create and support a learning environment.

(B) At the conclusion of each training session offered by the NEW Partnership, training participants are asked to complete Action Plans before they leave the training session. The Action Plans are carbon copied, allowing the training participant to take a copy of their plan back to their agency, while a carbon copy is sent to the supervisor with the post-training memo identified in (C) below. The Action Plans are designed to assist in transferring learning back to the job by asking training participants to:

- identify important concepts or skills acquired in training,
- develop a plan that can be implemented at the agency level based on the skills learned in training, and
- identify resources and barriers to the plan's implementation.

(C) Approximately one week post training, supervisors receive (via e-mail) a memo containing suggestions and ideas about transfer of learning, skill building, and knowledge application specific to the training session their staff member just attended. These suggestions, along with the carbon copied training Action Plan, are designed to support supervisors in providing guidance in supervisory sessions around transfer of learning.

The Learning Preference Inventory

As your staff begin registering for the Foundation training sessions, they will receive an email asking them to visit the NEW Partnership website to complete the Learning Preference Inventory. The purposes of the Learning Preference Inventory are:

1) to provide workers with information regarding their own learning styles;
2) to provide workers with information about what their learning style means to their work with families;
3) to share information with NEW Partnership trainers who can tailor trainings to meet the needs of the various learning styles of participants in order to ensure participants receive the most out of the training experience; and
4) for Workers to share information regarding their individual learning styles with you, their supervisor, in order to enhance on-the-job learning and the overall work experience.

The Learning Preference Inventory is completed on-line and submitted electronically to the NEW Partnership. The NEW Partnership will calculate the results and email the individual results directly back to the staff member completing the Inventory. You can ask your staff member to share the results with you so you know how to best support your new staff member's learning within your agency.

The individual's results are also stored in their personal training profile at NEW Partnership. For each training session, trainers are provided with the learning preferences of the session participants in order to best support the various learning styles present in a specific training session.

Workers are welcome to complete the Learning Preference Inventory before attending any Foundation training. They can access the Learning Preference Inventory and the descriptions of learning styles at the following link: http://www.uwgb.edu/newpart/LearningPreferenceInv.html.

Section IV: Training Availability and Registration

How do I Find out About Training?

There are several ways to find out about training:

1) Visit the NEW Partnership website at http://www.uwgb.edu/newpart - this is the first place training is listed and it is the most up-to-date and the most comprehensive;
2) Subscribe to the Training Announcement ListServ for email announcements and updates from NEW Partnership staff about upcoming training at http://www.uwgb.edu/newpart/TrainingAnnouncementListServe.html;
3) Watch your email for training announcements from NEW Partnership staff – Tammy Snortum sends a monthly email to supervisors that provides a list of the upcoming training sessions. NEW Partnership staff asks that supervisors forward these announcements to the staff within their units; and
4) Visit the Wisconsin Child Welfare Professional Development System website at http://www.wcwpds.wisc.edu/Default.aspx and view the "training calendar" for information about training sessions offered around the state.

Subscribing to the NEW Partnership Training Announcement ListServ

The NEW Partnership has a Training Announcement ListServ that allow subscribers to receive emailed information about upcoming child welfare training sessions, information about changes in training dates and locations, and other training information. The Training Announcement ListServ is designed as a means for NEW Partnership to quickly and easily provide information to county child welfare staff about training. It does not allow subscribers to discuss issues with one another or ask questions. If you would like to subscribe to the NEW Partnership Training Announcement ListServ, complete the subscription form at the following link: http://www.uwgb.edu/newpart/TrainingAnnouncementListServe.html.

Registration

How to Register for Training

Go to http://www.uwgb.edu/newpart and click on "Registrants" on the top of the screen. The main Registrant page will appear, click on "Registration Information". You can use the online registration form or print a registration form to mail or fax in. Our preferred method of registration is online. Also available from the Registrants page are quick links to our most commonly used training locations and a place for you to update your information.

How to Complete the Registration Form

Please fully complete the registration form. Each piece of information helps us identify you and register you for the training you want. If the registration form is not fully completely, we will need to contact you to complete the information and this will delay processing your registration.

Name*:

My name has changed: It was:

Job Title

Agency*:

Address*:

City*: Zip Code:*

E-Mail:*

Work Phone:* Home Phone (Optional):

Fax:*

This is basic information used to identify you and make sure that we have accurate information to contact you.

Make sure your fax number is correct – We fax confirmation letters every Friday.

Confirmation letters will be faxed within one week of our receiving this form

Supervisor/Foster Care Coordinator: *

Many of our trainings have Transfer of Learning pieces that need to be sent to supervisors. We also send quarterly training hours statements to supervisors.

Do you have any job or supervisory responsibilities for 'CPS/JJ Case Management' and/or 'Children/Youth placed in out-of-home care'*

○ Yes ○ No

Supervisory and/or Practice Areas (Check all that apply):*

- ☐ CPS
- ☐ Juvenile Justice
- ☐ Foster Care Coordinator
- ☐ Foster Parent
- ☐ Special Needs Adoption
- ☐ Para-Professional
- ☐ Other: **Please specify**

Year of experience in Child Welfare

By keeping us updated on the area in which you are currently practicing and your years of experience in Child Welfare, it helps our trainers better understand their audience, and also helps the Partnership plan for future trainings that best fit your needs. It also helps us determine if we are able to claim you for Title IV-E match dollars.

☐ Vegetarian Meal

If you require disability-related accommodations please contact Liz Hessler @ 920-465-2724. Requests for accommodation should be made as soon as reasonably possible and no later than 14 days prior to the event

Please let us know if we can make any special arrangements for you by calling 920-465-2724 no later than 14 days prior to the training

Please Register me for the following training(s):

ID:	Training Title:	Date(s):	Location:	Fee:

Will your agency be paying for this training' Click on the arrow to choose Yes or No

All of this information insures that we register you for the correct training. The Training ID can be found in parentheses behind the training title on the web or in the brochure. Please remember we may offer the same training on different dates at different locations so please fully complete this information.

With few exceptions, fees for NEW Partnership training are $20 per day for members. Therefore, you can figure out the cost of a training session while filling out your forms by simply multiplying the number of training days by $20. Making sure you have entered the correct COST of the training on your registration form as this will make things easier for your finance department that sends the payments for your training, and will ensure that the correct amount is sent to cover the cost of training. Please note there are separate fee schedules in each training partnership.

Agency payment vs. personal payment

It is the preferred practice of the NEW Partnership to receive payment of Training Registration Fees in the form of a check drawn from the account of the training participant's county employer. This places the Partnership in the best position to collect federal match dollars to offset training expenses through the IV-E legislation. Payment for training is not accepted at training, so please have your agency submit your training payment to the NEW Partnership at the address identified on page 7.

Submitting Registrations

Registering Online

We prefer online registrations. Please use this method whenever possible.
To register online go to http://www.uwgb.edu/newpart/RegForms.htm or http://uwgreenbay.qualtrics.com/SE/?SID=SV_3mY7v31rBXQDccQ&SVID=.

Faxing Registrations

When faxing a registration form, it is important to keep in mind that fax machines often produce a copy that is less legible than the original. Making sure that your form is filled out in clear, dark text will help ensure that the form will go through as legibly as possible. Also, if you can avoid it, do not shrink your forms to fit several forms onto one piece of paper – it renders them almost impossible to read! Fax only one registration form per page. Our fax number is (920) 465-2961.

Mailing Registrations

When mailing a registration form please print legibly, if we can not read your form we will need to call you and it will delay the processing of your registration. If you wish to mail your registration form send it to:

NEW Partnership for Children and Families
University of Wisconsin Green Bay
2420 Nicolet Dr., Rose Hall 310
Green Bay WI 54311-7001

Registration Tips

- Register early! If there is a training session you wish to attend, register ASAP. Chances are if you are excited about a training session so are a lot of other people.
- Registering early is the best way to make sure you get a spot at all the trainings you wish to attend (remember: if a scheduling conflict arises after you have submitted your early registration, you can always cancel up to 5 working days prior to training and still receive a refund, so it never hurts to get your registration in as soon as you can!).
- You do NOT need to submit a payment in order to register for a training session; in fact, you or your agency have up to 30 days AFTER the training has passed to make payments on your balances due.

- If your agency has a lengthy process to approve payments, registrations, etc, consider sending in an email or fax registration while your request for payment is being processed. Many workers find this to be an effective way of ensuring their spot at a particular training. HOWEVER, please check first with your supervisor about YOUR agency's policies for registering for and attending training.
- If you are hand-writing your registration form, please write legibly.
- Fill in all the required information - this helps ensure that your registration is processed as soon as it is received.
- Please fill in all of your contact information on each form you fill out, ESPECIALLY if there are changes (for example, name change due to marital status, phone extension changes, job/function changes or promotions within your agency). We may need to contact you with updated training information. Having your updated information saves time in processing your registration and saves YOU time, as you don't have to field any phone calls from us asking who your supervisor is, if your last name has changed, etc.

Cancellation, Transferring, Substituting, etc

If you are registered for a training session offered by NEW Partnership and you no longer wish to attend the session for which you are registered, you must cancel more than five (5) working days prior to the first day of the training in order to avoid fiscal penalties. If you cancel more than five (5) working days prior to a training session you will be refunded the registration fee you or your agency paid for the cancelled training session.

If you transfer to another training session five (5) or fewer working days prior to the first day of the training session, it will be treated as a cancellation and you remain responsible for paying the registration fee for both sessions.

If you cancel five (5) or fewer working days prior to the first day of the training session, you will not be refunded the registration fee you or your agency paid for the session or will be billed for the registration fee if the NEW Partnership has not yet received the registration fee.

If you need to cancel five (5) or fewer working days prior to the session, you or your agency can make arrangements for someone from your same agency to register and attend in your place.

Waitlists

The NEW Partnership establishes a waiting list for training sessions when more individuals are interested in attending the training session than there are available spaces. This list is kept on a first come, first served basis. If a space becomes available, the first person on the list will be called; if they are unable to attend then the next person on the list is called, etc.

Confirmation

Confirmation letters are faxed every Friday. The confirmation letter serves as your receipt and contains important training and location information. If you have any question about your confirmation letter please call (920) 465-2724.

Section V: The Training Day

A standard training day begins at 9:00a.m. and ends at 4:00p.m. with a one hour lunch. Registration begins 30 minutes before the beginning of the training. Training sessions include a light continental breakfast and full lunch plus an afternoon snack. Training days may vary, so please check the training description or your confirmation letter for details.

Important information to leave with your agency

Please let someone at you agency know where the training is located and leave the location's phone number so that you may be contacted. This information will be listed on your confirmation letter and is also available on our website. You will be asked to put your cell phones on silent at the start of each training sessions so it is important that your agency have the training location contact information in case someone needs to reach you in an emergency.

Participant tips

1. Make sure you have a confirmation letter. Call us if you do not get confirmation by fax prior to the training, to be sure you are actually registered. This is important to you, because if your name is not on our training roster you will not be allowed to stay. Sometimes participants get their agency "paperwork" granting permission to attend training, which is not the same as confirmation from NEW Partnership. Call if you aren't sure.
2. Directions to training sites: Check our website for links to maps and directions to training sites, or call for directions.
3. Lunch/no lunch: The general rule is if there is a training fee involved, NEW Partnership will provide lunch and snacks. If there is no fee charged, there are no banquet services provided through NEW Partnership. In that case, you might want to consider bringing your own coffee/soda/snacks, as well as your own lunch.
4. Cell phones/pagers: Please turn off or put on silent mode, and in the rare situation you must take a call, please leave the training room so training is not disrupted for others.
5. Dress in layers: When you are sitting all day at training, temperature becomes very important. Often room temperatures vary over the course of the day, and are not easily adjusted, plus what one person perceives as being too cold may be just right to another person. You will be happier if you have some control over your "internal thermostat" by using layers.
6. Nametags and name tents: We encourage you to wear your nametag during training. One of the "side benefits" of training is getting to know child welfare professionals from other counties, and nametags help. Table name tents help the trainer identify you during discussions. If your table name tent wants to flop, try making a "dog ear" on one corner—it will stay up!

Why toys?

When you arrive at training you will notice there are toys on the tables. There are several reasons:

- Most of us are not used to sitting still for a whole day; this comes easier to some than others. Our toys, called "manipulatives", give you something to do with your hands to help sit still.

- Some people find they are able to listen and learn better when they are “doodling” with a pencil or doing something with their hands.
- Training is not meant to be painful or a drudge! Toys help us remember to have fun at training, while we learn.

So, enjoy the toys provided, play quietly, and please leave the toys for the next group to be trained.

Sign in, Sign out

1. Check your roundtrip mileage: You will be asked to record your round-trip mileage and time in travel on the sign-in roster. This provides match for NEW Partnership from the federal Title IV-E funding. Save yourself a trip to the car by checking your mileage before you come into training in the morning.
2. Signing the roster: You are responsible for recording your presence at training. Remember you need to **register in the morning and <u>sign out at the end</u> of each training day,** documenting your time “in” and “out”**.**

Continuing Education Hours (CEH)

Credentialed Social Workers in Wisconsin are required to complete at least 30 continuing education hours in each credentialing period, per MPSW located at: http://www.legis.state.wi.us/rsb/code/mpsw/mpsw008.pdf. Social Workers are required under MPSW 8.02(3) to "retain original documents showing attendance at programs and completion of self-developed programs for at least 4 years from the time that credit is claimed for the continuing education program. At the request of the section, credential holders shall deliver their original documents to the section."

<u>It is the individual worker's responsibility to keep track of any training</u> they receive while employed by the county agency and to provide proof of attendance to the Department of Regulation and Licensing in case of an audit. Workers should <u>retain</u> their training confirmation letters, all training materials and training agendas which indicate date/time, location, and the trainer's name. The Quarterly Summary of Training Hours Report that you receive for the staff whom you supervise indicates the training sessions and hours of training staff completed through NEW Partnership. NEW Partnership retains the original sign-in sheets should it become necessary to verify attendance for audit purposes.

For more information about Social Work certification and continuing education requirements, visit the Department of Regulation and Licensing website at: http://drl.wi.gov/.

Section VI: Title IV-E Funding and Match

As stated previously in Section I, the NEW Partnership for Children and Families is supported by a mixture of funding sources, including Federal Title IV-E funds, state funds provided by the Wisconsin Department of Children and Families (DCF) and UW-Green Bay, county funds provided by each of the 26 county agencies that are part of the NEW Partnership region, and in-kind resources provided by the county agencies, UW-Green Bay, and DCF.

Federal Title IV-E Funds

Where do Title IV-E Funds Come From?

Federal Title IV-E funds, via the Title IV-E Child Welfare Training Program of the Social Security Act, provide the majority of funding for the training provided by the NEW Partnership. The funds are provided on a reimbursement basis for eligible training expenses. The state and county funds as well as the in-kind resources provided by DCF, county agencies, and UW-Green Bay are the state and local matching expenditures utilized to draw IV-E reimbursement.

Who Can Title IV-E Funds be Used to Train?

Title IV-E funds are available for training staff who provide public or tribal child welfare services as employees of state, county or tribal child welfare agencies or agencies under contract to perform child welfare functions. Training costs applicable to any trainees who are not employees of agencies providing public child welfare services are not reimbursable under IV-E. The NEW Partnership provides training primarily to public child welfare staff whose activities are integral to the Title IV-E program. For those limited staff who fall outside of Title IV-E, other funds (county/tribal nonfederal annual monetary contributions) are utilized.

What Can Title IV-E Funds be Used to Train?

Training, utilizing Title IV-E funds, may be provided to individuals performing public child welfare activities that are integral to the Title IV-E program. The following public child welfare activities/functions are considered Title IV-E eligible activities:

- Removal of children from the home
- Determining Title IV-E eligibility for children
- Placement of children with licensed providers
- Foster care rate setting for children in placement
- Case management and supervision of children in placement
- Permanency planning and case reviews for children
- Preparation for and participation in judicial determinations
- Service plan development and referral to services
- Arranging visitation and appearance at court hearings
- Independent living skills for youth in care
- Recruitment, training and licensing of care providers
- Termination of parental rights
- Adoptive placement for special needs children
- Determining eligibility for adoption assistance

For all other public child welfare activities, NEW Partnership must use non-Title IV-E funds. Because the majority of the funding of the NEW Partnership is provided by Title IV-E funds, the majority of training provided must be on Title IV-E eligible topics. For example, intake and intervention-focused training topics are ineligible for Title IV-E reimbursement. Therefore, to offer training on these topics, other funding sources must be available and utilized. The NEW Partnership can use county funds, for example, to provide training on these Title IV-E ineligible topics. However, this then reduces the amount of county funds available to be spent on eligible Title IV-E training topics and limits the amount of Title IV-E reimbursement.

What is Match?

The counties who are members of the NEW Partnership pay an annual assessment/membership fee to the partnership that is used as match. These funds count as cash match when expended on training activities (i.e. trainer expenses, expenses for handouts at training). In addition, the counties in the NEW Partnership region appoint staff to various committees (i.e. Steering Committee, Professional Development Advisory Committee) for the administration of the training partnership. The staff costs to attend the meetings (attendee mileage and hourly salary cost) may be claimed as a training cost. In regard to actual training sessions, the registration fee and other costs of the attendees (such as mileage, per diem, salaries, fringe benefits, or any other reimbursable costs) may be allowable as a training cost depending on the type and duration of the training. Anytime you or the staff who you supervise attend a training session or meeting, the training/meeting attendee identifies their roundtrip mileage and time to participate in the training/meeting. They verify the accuracy of this information with their signature on the training/meeting roster.

Matching Pre-Service Training

The staff costs (salary and fringe benefits) associated with the individual's time spent on completing Pre-Service Training is also an allowable training cost. In order for staff costs to be utilized by the NEW Partnership, the following conditions must apply: (1) the employee must be an employee new to a child welfare position (newly hired into a child welfare position or transferred into a child welfare position from another position within the agency); (2) the employee cannot carry primary case assignment during any portion of the pre-service training time; and (3) the pre-service training must be, at a minimum, one full-time week in length.

Because pre-service training participants cannot sign a roster to verify their presence at the pre-service training, supervisors are required to verify their staff's time in, and completion of, pre-service training via the Pre-Service Match Certification Form that NEW Partnership staff forward to supervisors of pre-service training participants. More information about the process of completing Pre-Service Training is found in Section II.

Certification of Expenditures for Training and Meetings

For any costs that are paid by the county and utilized as training costs by the NEW Partnership, the paying entity must certify to the partnership that these expenditures were not paid from federal funds or reported to the state to be utilized by the state to claim federal funds under any other program. The information that training/meeting attendees provide on the roster (explained above) and that supervisors provide via the Pre-Service Match Certification Form is provided to the county director in quarterly certification reports. The director certifies in writing that the funds utilized to reimburse the trainee's training/meeting mileage and their salary and fringe benefits are paid with county funds.

In determining the salary and fringe benefit cost of staff attending training committee meetings or of trainees when the nature of the training allows the claiming of such costs, the NEW Partnership uses salary information from the county agencies. This information is collected on an annual basis via the Salary Survey that is completed by each agency director. For Pre-Service Training, supervisors provide the salary and fringe benefit cost of staff completing the Pre-Service Training on an individual basis on the Pre-Service Match Certification Forms that are submitted to the NEW Partnership.