



State of Florida
Department of Children and Families

Charlie Crist
Governor

George H. Sheldon
Secretary

DATE: November 10, 2008
TO: Regional Directors
THROUGH: *Director*
John Cooper, Acting Assistant Secretary for Operations
David Fairbanks, Assistant Secretary for Programs
FROM: *Director*
Patricia Badland, Director of Office of Family Safety
SUBJECT: Chapter 65C-33, Florida Administrative Code (Training and Certification)

PURPOSE: To notify Department staff and community based care partners that the Department filed the Notice of Proposed Rulemaking and Public Hearings for the training and certification rule, Chapter 65C-33, Florida Administrative Code.

BACKGROUND: The Department is authorized to adopt administrative rules necessary to carry out the provisions of Section 402.40, Florida Statutes, relating to child welfare training and certification. The Department initiated rule development in October 2007. The Department held workshops in December 2007 and has since incorporated comments received from child protection professionals and stakeholders into the rule.

The Department filed the Notice of Proposed Rulemaking and Public Hearings, which is scheduled to be published November 14 in the Florida Administrative Weekly. The dates, times, and locations for the public hearings are as follows:

Public Hearing 1

December 9
1:00 p.m. to 5:00 p.m.
201 W. Broward
Boulevard, Room 510,
Ft. Lauderdale, Florida
33301

Public Hearing 2

December 11
1:00 p.m. to 5:00 p.m.
400 W. Robinson Street,
10th Floor, Room 1006,
Orlando, Florida 32801

Public Hearing 3

December 17
1:00 p.m. to 5:00 p.m.
4030 Esplanade Way,
3rd Floor, Room 301,
Tallahassee, Florida
32399.

A copy of the rule is attached. Once published in the Florida Administrative Weekly, it will be available online at <https://www.flrules.org/>.

ACTION REQUIRED: Any material pertinent to the issues under consideration submitted to the agency within 21 days after the date of publication of the notice or submitted at a public hearing shall be considered by the agency and made a part of the record of the rulemaking proceeding. Please disseminate this information to CBCs, Sheriffs, and child

1317 Winewood Boulevard, Tallahassee, Florida 32399-0700

Mission: Protect the Vulnerable, Promote Strong and Economically Self-Sufficient Families, and Advance Personal and Family Recovery and Resiliency

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protection professionals and stakeholders in your region. Please review and submit written comments on the attached form to Julie Mayo at julie_mayo@dcf.state.fl.us.

CONTACT INFORMATION: If you have any questions pertaining to this administrative rule, please contact Julie Mayo, Office of Family Safety, at (850) 922-0375 or julie_mayo@dcf.state.fl.us.

Attachments

cc: Community-Based Care Chief Executive Officers (CBC CEOs)
Circuit Administrators
Sheriff's

CHAPTER 65C-33 CHILD WELFARE TRAINING AND CERTIFICATION

- 65C-33.001 Definitions.
- 65C-33.002 Certification for Child Protection Professionals.
- 65C-33.003 Child Welfare Pre-Service Training.
- 65C-33.004 Pre-Service Training Assessments.
- 65C-33.005 Phase II of Child Welfare Training.
- 65C-33.006 Performance Assessment.
- 65C-33.007 Additional Requirements for Supervisor Certification.
- 65C-33.008 Recertification.
- 65C-33.009 Certificate Issuance.
- 65C-33.010 Break in Service.
- 65C-33.011 Waiver Process.
- 65C-33.012 Child Welfare Trainer Certification.
- 65C-33.013 “Supervising for Excellence” Trainer Certification.

65C-33.001 Definitions.

(1) “Agency” refers to the Department, or any Sheriff’s Office or Community-Based Care (CBC) provider under contract with the Department to provide core child protection or child welfare services, including protective investigations, protective supervision, post-placement supervision, foster care and other out-of-home care or adoption services.

(2) “Break in Service” refers to an interruption of an individual’s continuous employment in a position requiring Child Protection Professional certification.

(3) “Certification” refers to the process whereby an individual must demonstrate the knowledge, skills, abilities, values and attitudes necessary to competently discharge the duties of a Florida Child Protection Professional, as evidenced by the successful completion of all applicable classroom instruction, field training, testing, and job-performance requirements of his or her position classification. Unless accommodations are made by the employing agency to address an individual’s special or other circumstances, each individual in a position requiring certification must be certified within one (1) year of the date of having successfully completed the post-test or the waiver test. Absent special

circumstances, certification is valid for a period of no longer than three (3) years.

Certification is a condition of employment in those positions requiring certification.

(4) "Certification Designation" refers to one of the ten Child Protection Professional categories in which an individual is eligible for certification, depending upon his or her position classification. Each position classification has a different training, testing and certification requirement, all of which are established by the Department:

- (a) Child Protective Investigator;
- (b) Child Protective Investigations Supervisor;
- (c) Child Protective Investigations Specialist/Quality Assurance Professional/Field Trainer;
- (d) Child Protection Case Manager;
- (e) Child Protection Case Management Supervisor;
- (f) Child Protection Case Management Specialist/Quality Assurance Professional/Field Trainer;
- (g) Child Protection Licensing Counselor;
- (h) Child Protection Licensing Supervisor;
- (i) Child Protection Licensing Specialist/Quality Assurance Professional/Field Trainer;
- (j) Child Welfare Trainer

(5) "Certification Plan" refers to an individualized, time-limited written contract between the Trainee or Child Protection Professional, his or her supervisor, and a Certified Child Welfare Trainer, which, at the discretion of the employing agency, may be developed when the need for such a plan is indicated by the individual's job performance; the individual's inability to fulfill all training and certification requirements as necessary; or as a result of the agency's accommodation of the individual's special or other circumstances.

(6) “Certified Florida Child Protection Professional” or “Certified” refers to the designation earned by an individual who has met the criteria for Florida certification as a Child Protective Investigations Professional, a Child Protection Case Management Professional, or a Child Protection Licensing Professional, by demonstrating the knowledge, skills abilities, values and attitudes necessary to competently discharge the duties of his or her position classification, as evidenced by the successful completion of all applicable classroom instruction, field training, testing, and job-performance requirements necessary for certification as a Florida Child Protection Professional.

(7) “Child Protection/Child Welfare Services” or “Child Protection Services” as defined in Rule 65C-30.001(21), F.A.C., means “core child protection programs such as protective investigations, protective supervision, post-placement supervision, foster care and other out-of-home care, or adoption services.”

(8) “Child Protective Investigations Professional” means a Department or designated sheriff’s office or contracted service provider employee who conducts, supervises, trains, or is in any capacity responsible for either the performance, oversight, or the quality assurance review of investigations of reports of child abuse, neglect, or abandonment received by the Florida Abuse Hotline as defined in Section 39.01(61), F.S.

(9) “Child Protection Professional” refers to any Department or designated sheriff’s office or contracted service provider employee who conducts, supervises, trains, or is in any capacity responsible for either the performance, oversight, or the quality assurance review of child protection services such as protective investigations, protective supervision, post-placement supervision, foster care, licensing and other out-of-home care or adoption services.

(10) “Child Welfare Pre-Service Training Program” refers to “Phase I,” the multi-faceted child welfare pre-service curriculum, the primary component of which is classroom instruction. The Pre-Service Training Program may also include opportunities for on-line learning as well as supervised, agency-specific field activities. Program participants must successfully complete all Phase I pre-service training requirements, including passing the post-test, in order to be eligible to move on to Phase II, the field portion of the Child Protection Professional certification process.

(11) “Child Protection Case Management Professional” refers to any Department or designated contracted service provider employee who conducts, supervises, trains, or is in any capacity responsible for either the performance, oversight, or the quality assurance review of child protection services such as protective supervision, post-placement supervision, foster care , licensing and other out-of-home care, or adoption services.

(12) “Classroom Instruction” refers to one of the facets of the State of Florida Child Protection Professional Pre-Service Training Program, the other facets of which may include opportunities for on-line learning as well as supervised, agency-specific field activities. Classroom instruction involves the delivery and facilitation of approved, mandatory child welfare curricula by at least one Certified Child Welfare Trainer in the classroom at all times.

(13) “Core Competency Elements,” or “Core Competencies,” as described in Section 402.40(5)(a), F.S., refer to the range of fundamental and essential knowledge, skills, abilities, values and attitudes as determined by the Department, that every Child Protection Professional must achieve, demonstrate and maintain in order to competently perform his or her work responsibilities. These competencies are posted on the Training Academy website.

(14) “Department” refers to the Florida Department of Children and Families.

(15) “Field Activities” or “Field Training” refers to one type of experiential learning which may be included in the State of Florida Child Welfare Pre-Service Training Program. When agency-designed field activities are included as part of a trainee’s pre-service training experience, the trainee must be accompanied by and under the direct and constant supervision of a Certified Child Protection Professional; the activities can take place in the field (e.g. accompanying certified staff on home visits or to court), or in the trainee’s unit (e.g., reviewing documentation in a case record).

(16) “Independent Evaluator” refers to an individual, in addition to a Child Protection Professional’s supervisor, who is responsible for reviewing and impartially evaluating the casework and interpersonal skills portions of the Performance Assessment of a Child Protection Professional who is a candidate for certification. The independent evaluator is “independent” in the sense that he or she is not in the candidate’s direct line of supervision within the employing agency. Examples of those individuals outside of a candidate’s chain of command, who may serve as independent evaluators include Certified Child Protection Professionals such as: Child Protection Supervisors, Program Specialists, Quality Assurance staff, Child Welfare Trainers and Training Managers.

(17) “In-Service Training” (see “Professional Development Training”).

(18) “Intern” refers to an undergraduate or graduate college student undergoing supervised, practical training in the field of social work, child welfare/child protection, or similar human services field.

(19) “Interpersonal Skills Evaluation” refers to that portion of the Performance Assessment wherein a meeting between the Child Protection Professional and a client, family, or other party is observed by the individual’s supervisor and an independent

evaluator (either together or separately), in order to assess the individual's competence in interacting with others in a professional manner.

(20) "On-Line Learning" refers to one type of learning experience, provided via a computer, which may be included in the State of Florida Child Welfare Pre-Service Training Program.

(21) "Performance Assessment/Skills Demonstration" refers to the competency-based performance evaluation which is conducted on one of the cases assigned to each Child Protection Professional for which the individual has primary case responsibility, in order to help measure the knowledge, skills, abilities, values and attitudes he or she demonstrates on the job. The Performance Assessment is the skills demonstration component of the certification process, the successful completion of which is required for certification of staff in the position classifications of Protective Investigations, Case Management and Licensing. The two-part assessment is considered to be the culmination of the "Phase II" portion of the Child Protection Professional Certification process, and is designed to assess both casework and interpersonal skills. Absent special or other circumstances, the "window" period during which all portions of a candidate's initial Performance Assessment must be completed extends from no sooner than 6 months from the date of the candidate's successful completion of the waiver or post- test, to no later than 9 months from the date of the individual's waiver or post-test.

(22) "Performance Improvement Plan" refers to an individualized, time-limited written contract between the individual, his or her supervisor, that supervisor's supervisor, and a Certified Child Welfare Trainer (as well as any other appropriate individuals), which, at the discretion of the employing agency, may be developed when the individual has failed to successfully carry out his or her job responsibilities or has otherwise failed to meet the

agency's job performance expectations, absent special or other circumstances accommodated by the employing agency.

(23) "Phase I" refers to the "Child Welfare Pre-Service Training Program," the multi-faceted child protection pre-service curriculum, the primary component of which is classroom instruction. Phase I may also include opportunities for on-line learning as well as supervised, agency-specific field activities. Program participants must successfully complete all pre-service training requirements, including passing the post-test, in order to be eligible to move on to Phase II, the field portion of the Child Protection Professional certification process.

(24) "Phase II" refers to the period of time between an individual's successful completion of the pre-service requirements and successful completion of the Performance Assessment/Skills Demonstration. At the beginning of Phase II, the Child Protection Professional is given a caseload and other duties, and, under close supervision, is guided through the process of learning how to competently manage the responsibilities of his or her position. Phase II is performance-driven in that it examines the degree to which, with supervision and support, the Child Protection Professional is able to transfer the knowledge, skills, abilities, values and attitudes developed during the pre-service training to actual casework application. Phase II culminates with the Performance Assessment/Skills Demonstration, the successful completion of which leads to initial certification when all other agency requirements are met.

(25) "Position Classification" in Child Protection refers to such categories of Child Protection Professionals as Protective Investigations, Case Management, and Licensing.

(26) "Post-Test" refers to the competency-based, criterion-referenced, proctored, written or on-line test which is administered at the conclusion of the State of Florida Child

Welfare Pre-Service Training Program classroom curriculum. The post-test is designed both to measure the level of each trainee's basic knowledge of Florida child protection laws, principles and policies, and to gauge each individual's ability to appropriately integrate and apply fundamental child welfare/child protection concepts in his or her decision-making, when determining how best to meet the safety, permanency and well-being needs of a child. Upon successful completion of the post-test, the trainee may progress to Phase II, and assume the role and responsibilities of a Child Protection Professional.

(27) "Pre-Service" is an abbreviated name for the "Child Welfare Pre-Service Training Program," and refers to "Phase I," the multi-faceted child welfare pre-service curriculum, the primary component of which is classroom instruction. The Pre-Service Training Program may also include opportunities for on-line learning as well as supervised, agency-specific field activities. Program participants must successfully complete all pre-service training requirements, including passing the post-test, in order to be eligible to move on to Phase II, the field portion of the Child Protection Professional certification process.

(28) "Pre-Test" refers to the written or on-line test which is administered at the commencement of the Pre-Service training curriculum. The pre-test is designed to record baseline data on each trainee's basic understanding of child protection issues prior to training, and to provide the trainee with an opportunity to gain familiarity with the testing instrument as well as some of the curriculum course content.

(29) "Primary case responsibility" refers to the principal or foremost person, unit or geographical area assigned to perform child welfare/child protection services for a specific child or family case. Neither interns nor trainees shall carry a caseload, be assigned any cases, conduct any unaccompanied or unsupervised home visits, perform any home

studies or interviews of children or adults, be responsible for any assessment of risk, or have either primary or secondary responsibility for any investigation, child, family or case until successful completion of the pre-service training, including having passed the post-test.

(30) “Professional Development Plan” (please see “Recertification Plan”).

(31) “Professional Development Training” (also known as “In-Service Training”), refers to all relevant training in which a Certified Child Protection Professional participates in order to help develop or enhance his or her core competencies on an on-going basis. Each Certified Child Protection Professional must successfully complete 48 Professional Development training hours every three (3) years in order to be eligible for recertification.

(32) “Provisional Certification” refers to the certification status of a Certified Child Protection Professional whose most recent certification has expired as a result of the individual not having met the Professional Development training (or other) requirements for recertification. Provisional Certification may not exceed 60 days from the date of the expiration of the individual’s most recent certification. While provisionally certified, the individual may carry a caseload and continue to perform his or her job responsibilities, but must complete all requirements for recertification addressed in the Professional Development Plan within the specified time frame (no later than 60 days from the date of expiration of the individual’s most recent certification), or be removed from any position requiring certification.

(33) “Recertification” refers to the process whereby the certification of a currently Certified Child Protective Investigations Professional or Child Protection Case Management Professional must be renewed every three (3) years, based upon the individual’s continuing ability to satisfy on-going training requirements, and meet both the demands of the job and

the expectations of the employing agency. Unless accommodations are made by the employing agency to address an individual's special or other circumstances, each individual in a position requiring certification must either be recertified within three (3) years of the date of the most recent (current) certification, or enter into a Recertification Plan.

(34) "Recertification Plan" refers to an individualized, time-limited written contract between the Certified Child Protection Professional, his or her supervisor, and a Certified Child Welfare Trainer, which shall be developed when the Certified Child Protection Professional has failed to complete the required 48 Professional Development training hours as required for recertification, absent special or other circumstances accommodated by the employing agency. The agency-designed Recertification Plan must identify the roles and responsibilities of all plan participants, must address the training, activities and other action steps necessary in order for the Child Protection Professional to achieve recertification, and must include a specific time frame for successful completion of all activities. During this period of time, the individual is "provisionally certified."

(35) "Remedial Training Plan" refers to an individualized, time-limited written contract between the trainee, his or her supervisor, and a Certified Child Welfare Trainer, which shall be developed when the trainee has failed to successfully complete his or her first attempt of the post-test, absent special or other circumstances accommodated by the employing agency.

(36) "Secondary case responsibility" refers to the designation of a person, unit or geographical area assigned by the supervisor to perform child welfare/child protection services for a specific child or family case in a minor capacity or to a lesser degree than that which maintains the "primary" case responsibility, in cases such as out of town inquiry (OTI), out of county, and courtesy supervision. Neither interns nor trainees shall carry a

caseload, be assigned any cases, conduct any unaccompanied or unsupervised home visits, perform any home studies or interviews of children or adults, be responsible for any assessment of risk, or have either primary or secondary responsibility for any investigation, child, family or case until successful completion of the pre-service training, including having passed the post-test.

(37) “Special or Other Circumstances” refer to those instances in which an individual may be on approved, extended medical or family leave, or when an individual cannot assume full or partial responsibility for a caseload, or is unable to be involved as required in pre-service or professional development (in-service) training due to unforeseen conditions which may limit the individual’s ability to perform some or all required job functions. The nature and extent of any accommodation of special or other circumstances is at the sole discretion of the employing agency.

(38) “Supervising for Excellence” refers to the Department-approved curriculum required of supervisors as part of their certification process; an individual’s participation in this course is subsequent to successful completion of all certification activities, including the Performance Assessment.

(39) “Trainee” means a participant in the State of Florida Child Welfare Pre-Service Training Program. A trainee remains in this status during the entire period of time he or she is in the pre-service training; during this time, the trainee may only assist Child Protection staff in the performance of their job duties, if he or she is accompanied by and under the direct and constant supervision of a Certified Child Protection Professional. Upon successful completion of the post-test, the trainee is eligible to progress to Phase II, and may assume the role and responsibilities of a Child Protection Professional.

(40) “Training Academy” refers to The Child Welfare Training Academy, which is responsible for the training and certification of Child Welfare Trainers, and for the administration of the State of Florida’s Child Protection Professional Certification Program. The mission of the Training Academy is to ensure that Child Welfare Trainers have the skills and supports necessary to help provide Child Protection Professionals with the knowledge, skills, abilities, values and attitudes needed to make decisions that provide Florida children with safe and permanent homes.

(41) “Training Case Load” refers to the reduced number of cases assigned to each Child Protection Professional after having successfully completed the pre-service curriculum and passing the post-test.

(42) “Waiver Plan” refers to an individualized, written contract between the Child Protection Professional, his or her supervisor, and a Certified Child Welfare Trainer, which, when the waiver process is implemented, must be developed within five (5) business days of the individual having passed the waiver test. The “Waiver Plan” must address any identified training or activities needed by the Child Protection Professional in order to fulfill certification (or recertification) requirements, must assign responsibilities to each party, and must include specific time frames for completion.

(43) “Waiver Process” refers to the procedure whereby an individual who meets the minimum educational and experiential criteria of a Child Protection Professional may be eligible, at the discretion of the employing agency, to take a “Waiver Test” and enter into an individualized “Waiver Plan,” usually in lieu of requiring that the individual participate in all of the pre-service training and post-test requirements of Phase I. There is no waiver procedure for any part of Phase II, the Performance Assessment/Skills Demonstration portion of the certification process; similarly, there is no waiver procedure for the 48 hours

of professional development (in-service) training required every three (3) years for recertification.

(44) “Waiver Test” refers to the competency-based, criterion-referenced, proctored, written or on-line test which, at the discretion of the employing agency, may be administered to an individual whose credentials and qualifications meet the minimum educational and experiential criteria of a Child Protection Professional as outlined in 65C-33.011, F.A.C. The waiver test is designed to measure the level of the individual’s basic knowledge of Florida child protection laws, principles and policies, and to assess the individual’s ability to appropriately integrate and apply fundamental child welfare/child protection concepts in his or her decision-making, when determining how best to meet the safety, permanence and well-being needs of a child. The waiver test must be administered within five (5) business days of the individual’s start date in the position into which he or she was hired.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.002 Certification for Child Protection Professionals.

(1) It is the responsibility of each employing agency to ensure the integrity of the training and certification process, by ensuring compliance with this Rule and by establishing agency policies that reflect the fact that child protection certification is a condition of employment for those positions requiring certification.

(2) It is the supervisor’s responsibility to support the evolving capacity of each individual under his or her supervision to effectively and competently carry out his or her job responsibilities.

(a) On an on-going basis, the supervisor must assess the individual’s level of job-related knowledge, skills, abilities, values and attitudes, and must identify, arrange for, or

provide additional assistance as necessary to help enhance the individual's overall development as a proficient Child Protection Professional.

(3) Absent special or other circumstances, every Child Protection Professional is required to be certified within one (1) year of the date of having successfully completed either the post-test or the waiver test for his or her position classification. Unless accommodations are made by the employing agency to address an individual's special or other circumstances, certification is valid for a period of no longer than three (3) years.

(a) At the discretion of the employing agency, arrangements may be made to accommodate an individual's special or other circumstances in those cases in which the individual is unable to assume full or partial responsibility for a caseload, or fulfill the attendance requirements of pre-service or in-service training due to a medical, personal, family, or other situation.

(b) Accommodation includes extending the individual's pre-service or in-service training period, approving limited additional time within which the individual can become certified or recertified, or effecting such other accommodation as is reasonable based upon the individual's situation.

1. At the discretion of the employing agency, accommodation of an individual's special or other circumstances may be restricted to a specified time frame, or may extend until such time as the individual is able to fully resume his or her regular duties; the individual no longer occupies a position requiring certification; the individual is no longer employed by the agency; or the agency can no longer provide the accommodation.

(c) On a case-by-case basis, and at the discretion of the employing agency, individuals affected by special or other circumstances, as well as those not similarly affected, may be required by the employing agency to enter into a Certification Plan.

1. The agency-designed Certification Plan must identify the roles and responsibilities of all plan participants, and must set forth specific training and other job performance requirements which must be met in order for the Trainee or Child Protection Professional to achieve certification. The plan must address each of the necessary steps, and must include a specific time frame (not to exceed 60 days from one year after the individual's having successfully completed the post-test or the waiver test) within which the individual must satisfy the training and other job performance requirements in order to achieve certification, or be removed from any position requiring such certification. It is the responsibility of the employing agency to help ensure that the Trainee or Child Protection Professional has access to the resources and supports necessary for his or her successful completion of the certification process.

a. A Certification Plan is not required for every Trainee of Child Protection Professional; it is applicable only in those cases where, in the judgment of the employing agency, compelling circumstances exist that warrant accommodations such as supplementary or remedial training, additional time allowance(s) for the fulfillment of certification requirements, or any other special considerations to be afforded the individual in order to provide him or her with every possible opportunity for success.

(4) Certification is based upon successful completion of both the pre-service curriculum component and the Performance Assessment element of the State of Florida's Child Protection Professional Certification Program.

(5) Each type of Child Protection Certification has a different training, testing and certification requirement, all of which are established by the Department.

(6) There are ten types of certification designations for Child Protection Professionals:

(a) Child Protective Investigator;

- (b) Child Protective Investigations Supervisor;
- (c) Child Protective Investigations Specialist/Quality Assurance Professional/Field Trainer;
- (d) Child Protection Case Manager;
- (e) Child Protection Case Management Supervisor;
- (f) Child Protection Case Management Specialist/Quality Assurance Professional/Field Trainer;
- (g) Child Protection Licensing Counselor;
- (h) Child Protection Licensing Supervisor;
- (j) Child Protection Licensing Specialist/Quality Assurance Professional/Field Trainer;
- (j) Child Welfare Trainer.

(7) Other types of certification designations may be authorized by the Department of Children and Families.

(8) As determined by the Department, each certification type shall be indicative of core competencies achieved within the job responsibilities of each respective position classification and be so designated.

- (9) Certification is a requirement for individuals in the following positions:
- (a) Child Protective Investigator;
 - (b) Child Protective Investigations Supervisor;
 - (c) Child Protection Case Manager;
 - (d) Child Protection Case Management Supervisor;
 - (e) Child Protection Licensing Counselor;
 - (f) Child Protection Licensing Supervisor;
 - (g) Child Welfare Trainer.

(10) Certification is optional for individuals in the following positions, at the discretion of the employing agency:

(a) Child Protective Investigations Specialist; Quality Assurance Professional; Field Trainer;

(b) Child Protection Case Management Specialist; Quality Assurance Professional; Field Trainer;

(c) Child Protection Licensing Specialist; Quality Assurance Professional; Field Trainer;

(11) The employing agency is responsible for ensuring that all certification requirements are met within the specified time frame for those positions requiring certification.

(a) To be certified, each Child Protection Professional candidate must meet the training and certification requirements for his or her position classification (Protective Investigations; Case Management; Licensing; Child Welfare Trainer) and certification designation (e.g., Protective Investigator; Supervisor) within one (1) year of the date of hire, or the date of having successfully completed the waiver or post-test for the position, whichever is later, absent special or other circumstances accommodated by the employing agency.

1. Prior to successfully completing the waiver or post-test, the individual is considered to be a trainee, and, as such, under no circumstances shall he or she carry a caseload, be assigned any cases, be responsible for any assessment of risk, conduct any unaccompanied or unsupervised home visits, perform any home studies or interviews of children or adults, or otherwise have either primary or secondary responsibility for any investigation, child, family or case.

(12) In those instances in which an individual, by virtue of promotion or other means of transfer into another position is actively, concurrently certified in more than one position classification (Protective Investigations; Case Management; Licensing) or more than one certification designation (e.g., Protective Investigator; Supervisor), the individual may hold two such certifications simultaneously until recertification, upon which he or she may be recertified in only the one position classification and the one certification designation in which he or she is currently employed.

(13) The employing agency is responsible for the internal tracking and documentation of all trainings, certification activities and certification status of every Child Protection Professional employed by the agency.

(a) The official tracking system that shall be used by the Department and all agencies to document training is SkillNET (or other Department-approved tracking database).

(b) All training, testing and certification information must be current and maintained in SkillNET (or other Department-approved tracking database).

1. The training entity is responsible for entering and maintaining pre-service course and testing information in the SkillNET (or other Department-approved tracking database) system.

2. The Office of Family Safety is responsible for verifying certification information in the SkillNET (or other Department-approved tracking database) system, prior to certificate issuance.

(14) Upon any of the following: an individual's loss of or inability to achieve certification; promotion, demotion or transfer to a position not requiring certification; termination from the position or agency; or other such status-changing event, the employing agency Training Manager or designee shall notify the Training Academy in

writing of the individual's status within three (3) business days of the effective date of the event.

(a) Within two (2) business days of same notification, the Training Academy will update the individual's status in the SkillNET or other Department-approved tracking database system.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.003 Child Welfare Pre-Service Training.

(1) The Department-approved State of Florida Child Welfare Pre-Service Training Program curriculum is primarily comprised of classroom instruction, but may also include opportunities for on-line learning as well as agency-specific field activities.

(2) The pre-service classroom instruction involves the delivery and facilitation of approved, mandatory child welfare/child protection curricula by at least one Certified Child Welfare Trainer in the classroom at all times.

(a) At the discretion of the training entity, some pre-service classes may include guest speakers as subject matter experts regarding relevant topics; however, although agency or area-specific information may be added to the curriculum, nothing in the existing, Department-approved curriculum may be deleted or revised.

(b) Pre-service classroom instruction may be observed by individuals involved in the administration, delivery, design, or oversight of pre-service training for purposes of assessing the effectiveness of training delivery, or evaluating the need for enhancement of curriculum design.

1. Although classroom observation shall not require prior authorization from the agency training entity, no more than two (2) individuals shall observe the same class

session at any one time, and the observer(s) shall neither disrupt the class nor interact with the trainer(s) or class participants at any time while the class is in session.

(3) There is a 100% mandatory attendance requirement for all pre-service classroom instruction, absent special or other circumstances documented and accommodated by the employing agency or the training entity.

(a) It is the responsibility of the employing agency to ensure that each trainee attends and completes all of the pre-service classroom, on-line and field instruction pertinent to and required for his or her position classification (Child Protective Investigations or Child Protection Case Management).

(b) Any missed training classes, modules or material must be completed by the trainee prior to the trainee being eligible to take the post-test.

(4) The training entity is responsible for establishing and implementing a code of conduct for class participants to follow during all pre-service classroom instruction. This code of conduct shall, at a minimum, address trainee punctuality; courtesy and professionalism in the classroom; and respect for others' opinions.

(5) On-line Learning.

(a) When opportunities for on-line learning are included as part of the pre-service training, certain approved course content may be presented in a web-based format, enabling each participant to assimilate the information at an individual pace, thereby helping to meet the unique needs and accommodate the different learning styles of each trainee.

(6) Field Activities.

(a) As the classroom training experience helps introduce trainees to basic competencies, various supervised, agency-specific field activities, when included as part of

the pre-service training, can help illustrate and augment classroom training content as well as any available and accessible on-line learning opportunities, by providing each trainee with a forum within which to observe, question and practice on-the-job application of the concepts learned in classroom training, while under guidance.

1. It is the responsibility of the employing agency to ensure that, if field activities are provided to trainees during the pre-service training, the activities are overseen/supervised and reviewed by Certified Child Protection Professionals such as Supervisors, Specialists, Quality Assurance Professionals, Field Trainers, or other certified individuals performing similar functions or having similar responsibilities within the employing agency.

2. At the discretion of the supervisor, field activities may include opportunities for the trainee to shadow or be mentored by experienced certified staff, and may take place in the agency unit or in the field, as long as the trainee is accompanied by and under the direct and constant supervision of a Certified Child Protection Professional at all times.

(7) Each trainee must successfully complete all pre-service training requirements for his or her position classification prior to taking the post-test.

(8) Under no circumstances shall any trainee carry a caseload, be assigned any cases, be responsible for any assessment of risk, conduct any unaccompanied or unsupervised home visits, perform any home studies or interviews of children or adults, or otherwise have either primary or secondary responsibility for any investigation, child, family or case.

(9) Interns.

(a) Interns may be utilized to assist Child Protection staff in the performance of their job duties, however, every intern must be accompanied by and under the direct and constant supervision of a Certified Child Protection Professional at all times.

(b) At the discretion of the agency, an intern may be required to attend pre-service training, fulfill the same on-line and field training requirements, and be expected to conduct himself or herself in the same responsible manner as other trainees employed by the agency.

1. Any intern who attends the pre-service training will remain in trainee status for the duration of the pre-service training. As a trainee, under no circumstances shall an intern carry a caseload, be assigned any cases, be responsible for any assessment of risk, conduct any unaccompanied or unsupervised home visits, perform any home studies or interviews of children or adults, or otherwise have either primary or secondary responsibility for any investigation, child, family or case.

a. The agency shall develop a policy addressing, at a minimum, the scope, limitations and required supervision of interns who have successfully completed the pre-service training, with regard to such issues as case assignments, caseload size, continuity of service provision to families, and child safety.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.004 Pre-Service Training Assessments.

(1) Pre-Test.

(a) The training entity is responsible for the administration of the pre-test.

1. Individuals who may take the pre-test as part of the pre-service training curriculum include those persons hired by the employing agency in a Child Protection Professional position, as well as interns working with the agency in a paraprofessional capacity.

(b) The pre-test shall not be authorized to be used as a study guide, as preparation for the post-test, or for any other purpose(s) for which it has not been validated and approved.

1. An individual may take the pre-test only once during any one period of employment.

(c) The training entity is responsible for the scoring and dissemination of the results of the pre-test.

1. The employing agency may have access to the trainee's pre-test score for purposes of performance evaluation, however, the pre-test score is not to be used for any type of pre-employment screening or for any other purpose(s) for which it has not been validated.

(2) Post-Test.

(a) The training entity is responsible for the administration of the post-test, and for ensuring that there is adequate and appropriate technical support available at or within close proximity to the testing site, in the event of emergencies.

1. Disruptions During Testing.

a. Should equipment failure, building disruption, or other unforeseen circumstance occur during the course of the administration of the post-test, and should the failure affect one, several, or all participants involved in taking the test, arrangements shall be made by the training entity to re-administer the post-test as soon as practical to those participants affected by the disruption.

I. The re-administration of the post-test to the affected participant(s) must be conducted in a manner consistent with the time and proctoring standards followed in the initial post-test administration, ensuring that all participants are treated fairly and provided with equal opportunities for successful post-test completion.

b. For issues not addressed above which arise during the administration of the post-test, the trainer/test proctor shall contact the Training Academy for immediate guidance. The Training Academy shall keep a record of these issues/requests detailing the date and time of the call; the name, title and agency of the caller; the nature of the issue; and the

resolution provided by the Academy. A copy of this log will be provided to the Department on a quarterly basis, or as requested.

(b) Prior to administering the post-test, the training entity is responsible for verifying each trainee's eligibility to take the post-test, by ensuring that every trainee has satisfactorily completed all pre-service training requirements, including all classroom instruction as well as any required on-line courses and applicable field activities for his or her position classification.

(c) The training entity is responsible for addressing and accommodating the special testing needs of a trainee, by prior discussion with the trainee and the supervisor, in order to determine if reasonable accommodation is warranted and able to be afforded the trainee, while ensuring that all pre-service participants are treated fairly and provided with equal opportunities for successful post-test completion.

(d) The training entity is responsible for the scoring and dissemination of the results of the post-test.

1. Post-test scores are confidential; other than the employee, the only individuals or agencies who may have access to an employee's post-test score without the employee's prior written consent are the training entity and the Training Academy.

a. Upon conclusion of the post-test, the employee shall be provided with his or her score; however, the employee's supervisor shall be notified only as to whether or not the employee passed the post-test and, if not, whether or not the trainee is eligible to retake the post-test once, by virtue of his or her score.

(3) Post-Test (First Attempt).

(a) A trainee must achieve the minimum established passing score or higher on the post-test in order to progress to Phase II.

(b) At the discretion of the employing agency, any trainee who scores one to four points below the minimum passing score on the first attempt of the post-test may either take the post-test one (1) additional time, or be removed from the position no later than ten (10) business days of receipt of the post-test results.

1. If re-taking the post-test, the re-test must be administered no later than 15 business days following the date of the initial post-test, absent special or other circumstances accommodated by the employing agency or the training entity.

2. Prior to scheduling a re-take of the post-test, a Remedial Training Plan must be developed between the trainer, the trainee, and his or her supervisor, to address the trainee's area(s) of deficiency on the post-test and a plan for remediation.

a. The agency-designed Remedial Training Plan must identify the roles and responsibilities of all plan participants, must address the trainee's area(s) of deficiency on the post-test, and must include a schedule of dates and times during which specific portions of the pre-service curriculum (as well as any other relevant training materials) will be reviewed with the trainee in an effort to ensure that the individual is provided with access to all of the resources and supports available to help increase the likelihood of successful completion of the re-take of the post-test.

(c) At the discretion of the employing agency, any trainee who scores five or more points below the established minimum passing score on the first attempt of the post-test may either take the entire pre-service training again during the next training cycle, or be removed from the position no later than ten (10) business days after receipt of the post-test results.

1. If retaking the entire pre-service training, the trainee shall remain in trainee status, and therefore shall not carry a caseload, be assigned any cases, be responsible for any

assessment of risk, conduct any unaccompanied or unsupervised home visits, perform any home studies or interviews of children or adults, or otherwise have either primary or secondary responsibility for any investigation, child, family or case while in trainee status.

(4) Post-Test (Second Attempt):

(a) For those trainees re-taking the post-test, the employing agency shall make arrangements for the second attempt of the post-test to be administered within 15 business days following the date of the initial post-test, absent special or other circumstances accommodated by the employing agency or the training entity.

(b) At the discretion of the employing agency, any trainee who fails to achieve the minimum passing score on the second attempt of the post-test must either take the entire pre-service training again during the next training cycle, or be removed from the position within ten (10) business days after receipt of the post-test results.

1. If re-taking the entire pre-service training, the trainee shall remain in trainee status, and therefore shall not carry a caseload, be assigned any cases, be responsible for any assessment of risk, or otherwise have either primary or secondary responsibility for any investigation, child, family or case while in trainee status.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.005 Phase II of Child Welfare Training.

(1) A trainee must successfully complete all of the required pre-service training and pass the post-test in order to progress to Phase II as a Child Protection Professional.

(2) Upon successful completion of either the waiver test, or the pre-service training requirements and the post-test, each Child Protection Professional shall be granted caseload protection for 30 calendar days, during which time a training caseload of a reduced number of investigations (for Child Protective Investigators), a reduced number of

cases (for Child Protection Case Managers), or a reduced number of foster family home studies (for Child Protection Licensing Counselors) will be provided to the new Child Protection Professional.

(a) The employing agency shall develop a policy which addresses the establishment of a training caseload range (pursuant to the following guidelines), specifying both the maximum number as well as the type of investigations, cases, or home studies to which a new Child Protection Professional may be assigned as either primary or secondary worker within 30 calendar days of having passed the post-test.

1. The training caseload for Child Protective Investigators should be limited to no more than two (2) open, active investigations at any time; the number of children on the training caseload should not exceed ten (10).

2. The training caseload for Child Protection Case Managers should be limited to no more than five (5) open, active cases at any time; the number of children on the training caseload should not exceed ten (10).

3. The training caseload for Child Protection Licensing Counselors should be limited to no more than three (3) open, active home studies at any time; the number of licensed foster homes on the training caseload should not exceed five (5).

(3) After the 30 calendar day period of caseload protection, the caseload of a new Child Protection Professional may be increased gradually over time, based upon the ongoing assessment of the individual's developing knowledge, skills, abilities, values and attitudes, by the Supervisor, Specialist, Trainer, or other certified individual performing similar functions or having similar responsibilities within the employing agency.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.006 Performance Assessment.

(1) The employing agency is responsible for the administration, tracking and oversight of the Performance Assessment.

(2) Every agency shall utilize the core standardized, competency-based skills evaluation instrument ("Performance Assessment") developed by the Department, in order to address core competency elements by objectively assessing and measuring each candidate's proficiency in executing identified key activities essential to and representative of the responsibilities and duties of the individual's position, when performed as mandated by statute, rule and policy within required time frames.

(3) Each component of the Performance Assessment is designed to address those fundamental competency elements pertinent to the job responsibilities of each respective position classification (Protective Investigations; Case Management; Licensing), and each Child Protection Professional shall be evaluated in terms of the primary function(s) of the position which he or she occupies.

(a) Although every agency must utilize the standard Performance Assessment developed by the Department, each agency may incorporate into the Performance Assessment additional components which reflect the agency's own System of Care or Quality Assurance measures.

1. These additions must not change the core elements of the Assessment, and although they may be more prescriptive than statute, rule and Department policy, they may not be less so.

2. The agency-specific additions to the core Performance Assessment are not required to be forwarded to the Office of Family Safety for approval prior to use.

(4) There are two portions of the core Performance Assessment; the first is the casework portion, which includes an evaluation of actual case documents, and the second is the interpersonal skills portion, which includes an evaluation of a professional interaction.

(5) There is no requirement as to which component of the Performance Assessment is evaluated first, the casework or the interpersonal skills portion, provided that all evaluations of each component are completed within the established “window” period.

(a) Absent special or other circumstances, the “window” period during which all portions of a candidate’s initial Performance Assessment must be completed extends from no sooner than 6 months from the date of the candidate’s successful completion of the waiver or post-test, to no later than 9 months from the date of the individual’s waiver or post-test.

(6) Each Child Protection Professional shall have two (2) opportunities to successfully complete all portions of the Performance Assessment.

(7) Each portion of the Performance Assessment shall be evaluated by the candidate’s immediate supervisor (if certified) and an independent evaluator.

(a) If the candidate’s immediate supervisor is not yet certified, he or she may not conduct an evaluation of either portion of the Performance Assessment; a supervisor who is certified in the same position classification as that in which the candidate is seeking certification (Protective Investigations; Case Management; Licensing) must conduct the evaluation.

(b) Each agency shall establish a protocol within the following parameters for determining who shall serve as independent evaluators, and how assessments are to be assigned to those individuals serving as independent evaluators:

1. In order for an individual to serve as an independent evaluator, he or she must:

a. Be a Certified Child Welfare Trainer, *or*

b. Be a Certified Child Protection Professional, whose most recent certification is in the same position classification as that in which the candidate is seeking certification (Protective Investigations; Case Management; Licensing), and who is currently employed as a Supervisor, Specialist, Quality Assurance Professional, Field Trainer, or higher level position within the same program area as that of the candidate when possible (Protective Investigations; Case Management; Adoptions; Licensing).

2. The independent evaluator may be an individual from within the same employing agency as that of the candidate, or from another agency which performs the same or substantially similar child welfare/child protection work, provided that the individual meets the above criteria as an independent evaluator.

3. Under no circumstances shall an independent evaluator conduct an assessment of any candidate within his or her chain of command, or of any candidate with whom there may exist a personal relationship or conflict of interest.

4. Absent special or other circumstances, the same independent evaluator shall be responsible for evaluating a candidate's Performance Assessment in its entirety, including both the Casework and Interpersonal portions, as well as any agency-specific additions to the assessment.

(8) Casework Component of the Performance Assessment.

(a) Each employing agency will establish a protocol for determining how to select a case to be identified for the casework component of the Performance Assessment, within the guidelines set forth for each candidate's position classification and certification designation.

(b) The Performance Assessment enables child protection professionals to demonstrate their skills consistent with the specific tasks their job requires. Each individual shall complete the casework component of the Performance Assessment that is most representative of or most closely matches his or her job responsibilities.

1. In those situations where an individual works in a “mixed” unit and performs several job functions, or works in a highly specialized unit and performs a very specific or limited job function, the individual will meet with his or her supervisor in order to determine which casework component of the Performance Assessment would be the most appropriate.

(c) All documents, completed forms and information in the electronic SACWIS record of the case (FSFN) must be printed out and placed into the case file to be evaluated, prior to the scheduled starting date of the supervisor’s evaluation.

1. No documents may be added to, removed from, or changed within the printed case file once the Performance Assessment has begun.

(d) Absent special or other circumstances accommodated by the employing agency, the supervisor must begin his or her evaluation of the casework portion of the assessment no sooner than six (6) months from the date of the candidate’s successful completion of the waiver or post-test, and must conclude his or her evaluation within 10 business days of having the completed case file provided to him or her by the candidate.

(e) An independent evaluation of the casework portion of the Performance Assessment may be conducted only after the initial evaluation has been completed by the candidate’s immediate supervisor.

1. The results of the supervisor’s evaluation and rating of the casework portion of the Performance Assessment shall not be shared with the candidate, the independent

evaluator or any other party prior to the independent evaluator having completed his or her evaluation.

a. Upon completion of his or her evaluation, the supervisor will provide the case file to the independent evaluator, regardless of the results of the supervisor's evaluation.

(f) The independent evaluator has 10 business days from the date he or she has been provided with the completed case file to conclude his or her evaluation of the candidate's work products.

(9) Casework Component of the Performance Assessment for Child Protective Investigator candidates:

(a) The case for evaluation shall be selected and agreed upon jointly by the candidate and his or her supervisor, and will be identified early enough in the case flow process for the candidate to personally complete all of the case documents being evaluated.

(b) The case shall be a judicial case with findings, which was staffed and referred for on-going case management service provision.

(c) The case may be an out-of-home case, where the child was removed and is living with a relative, non-relative, legal custodian, or foster parent; or the case may be an in-home case, where the child is living with one or both parents, under court-ordered supervision.

(d) Demonstration of core competency elements through skilled performance of the following minimum applicable key case activities is required for successful completion of the casework component of the Performance Assessment by a Child Protective Investigator candidate:

1. All of the following must be completed pursuant to statute, rule and policy, including adhering to applicable time frames:

a. Information gathering, to include:

I. On-site, face-to-face visits as required (home; school; field);

II. Frequency of visits/contact with child, caregivers, and birth parent(s) as required, and as consistent with risk;

III. Level of intervention is consistent with risk;

IV. Thorough assessment of safety and on-going risk factors at each home visit/contact;

V. Safety Plan (if applicable), addresses all identified safety concerns;

VI. Background records checks (as required);

VII. Relevant collateral contacts as required.

b. Documentation, to include:

I. Case record contents are well-organized and easy to understand;

II. All demographic, participant, and relationship information in the printed, hard copy of the case file, as well as that which is in the SACWIS system of record (FSFN) is correct and current;

III. The case documentation in the printed, hard copy of the case file, as well as that which is in the SACWIS system of record (FSFN) is of good quality, accurate, relevant, well-written, and the entries have consistently been completed in a timely manner;

IV. The Pre-Disposition Study/Report (if applicable to the case being evaluated and completed solely by the candidate), meets all statutory and rule requirements; and the content is accurate, informative, timely and well-written;

V. The Home Study for relative or non-relative placement (if applicable) is of such quality that it: includes enough relevant information to support appropriate decision making; addresses special placement or other considerations, including matching the strengths of the family to the needs of the child; addresses all safety and risk factors as

appropriate; and includes all applicable background checks completed within required time frames.

c. Assessment, to include:

I. Child Safety Assessment (Initial) and Risk Assessment (On-going): Includes complete information on all family/household members and other relevant individuals. The information in the Family Assessment(s) is of such quality that it: supports appropriate decision-making, addresses the strengths and needs of all family/household members and other significant individuals, addresses all safety and risk factors as appropriate, and includes all applicable background checks completed within required time frames. The initial and on-going assessment of the family and home address potential immediate safety and long-term risks to children (which includes present and emerging dangers, child vulnerability, and caregiver protective capacity implications), and the information is updated and documented with sufficient thoroughness at each home visit/contact to identify possible risks, and enable development of a safety plan if needed;

II. A Safety Plan (if applicable) is documented, and safety planning is addressed appropriately (if necessary);

III. The documentation of identified issues, strengths and needs provides accurate and relevant information for immediate and long-term safety planning, case planning, and permanency considerations;

IV. Case activity/documentation reflects that intervention was consistent with risk, that appropriate referral(s) were initiated in a timely manner, that services were provided consistent with needs in a timely manner, and that there was appropriate follow-up to verify service provision (including documentation as to why such identified/needed services were not provided or accessed).

d. Decision-making, to include:

I. Both reasonable efforts and removal/placement activities were conducted consistent with risk and as required by statute and rule;

II. Case activity/documentation reflects that there was preparation for and participation in the Early Services Intervention/Case Transfer Staffing and other required staffings as appropriate; and that the information provided to receiving unit was timely, accurate and complete;

III. Case documentation reflects that there was discussion with the supervisor (and other high level agency personnel, if necessary) regarding case issues, if applicable;

IV. Appropriate findings and case disposition.

(10) Casework Component of the Performance Assessment for Child Protective Investigations Professionals (Supervisor, Specialist, Quality Assurance Professional and Field Trainer candidates).

(a) A Supervisor, Specialist, Quality Assurance Professional or Field Trainer candidate shall conduct an analysis of the casework of a Child Protective Investigator.

(b) The candidate shall conduct his or her analysis on a case which is to be randomly selected and agreed upon jointly by the candidate and his or her supervisor, and is to be selected from the candidate's unit or program area caseload. Under no circumstances shall a candidate be assigned to evaluate a case on which he or she provided supervision or consultation prior to the assessment.

(c) The case shall be an open or closed judicial case with findings, which was staffed and referred for on-going case management service provision, and which has/had been open for a sufficient amount of time to enable the primary investigator on the case to have

completed an initial and updated Child Safety Assessment, a Predisposition Study/Report (or similar document, containing similar information), and a Home Study (if applicable).

(d) The case may be an out-of-home case, where the child was removed and is living with a relative, non-relative, legal custodian, or foster parent; or the case may be an in-home case, where the child is living with one or both parents, under supervision.

(e) Demonstration of core competency elements through skilled critical analysis of the strengths, omissions and errors in the case, in addition to identification of the improvements needed in the work product(s) analyzed per the following case criteria is required for successful completion of the casework component of the Performance Assessment by a Child Protective Investigations Supervisor, Specialist, Quality Assurance Professional or Field Trainer candidate:

1. Each of the following must be analyzed using the requirements of statute, rule and policy (including applicable time frames), and the guidelines set forth below:

a. Information gathering, to include:

I. On-site, face-to-face visits as required (home; school; field);

II. Frequency of visits/contact with child, caregivers, and birth parent(s) as required, and as consistent with risk;

III. Level of intervention is consistent with risk;

IV. Thorough assessment of safety and on-going risk factors at each home visit/contact;

V. Safety Plan (if applicable), addresses all identified safety concerns;

VI. Background records checks (as required);

VII. Relevant collateral contacts as required.

b. Documentation to include:

I. Case record contents are well-organized and easy to understand;

II. All demographic, participant, and relationship information in the printed, hard copy of the case file, as well as that which is in the SACWIS system of record (FSFN) is correct and current;

III. The case documentation in the printed, hard copy of the case file, as well as that which is in the SACWIS system of record (FSFN) is of good quality, accurate, relevant, well-written, and the entries have consistently been completed in a timely manner;

IV. The Pre-Disposition Study/Report (or similar document, containing similar information), if applicable to the case being evaluated, meets all statutory and rule requirements; and the content is accurate, informative, timely and well-written;

V. The Home Study for relative or non-relative placement (if applicable to the case) is of such quality that it: includes enough relevant information to support appropriate decision making; addresses special placement or other considerations, including matching the strengths of the family to the needs of the child; addresses all safety and risk factors as appropriate; and includes all applicable background checks completed within required time frames.

c. Assessment to include:

I. Child Safety Assessment (Initial) and Risk Assessment (On-going): Includes complete information on all family/household members and other relevant individuals. The information in the Family Assessment(s) is of such quality that it: supports appropriate decision-making, addresses the strengths and needs of all family/household members and other significant individuals, addresses all safety and risk factors as appropriate, and includes all applicable background checks completed within required time frames. The initial and on-going assessment of the family and home address potential immediate safety and long-term risks to children (which includes present and emerging dangers, child

vulnerability, and caregiver protective capacity implications), and the information is updated and documented with sufficient thoroughness at each home visit/contact to identify possible risks, and enable development of a safety plan if needed;

II. A Safety Plan (if applicable) is documented, and safety planning is addressed appropriately (if necessary);

III. The documentation of identified issues, strengths and needs provides accurate and relevant information for immediate and long-term safety planning, case planning, and permanency considerations;

IV. Case activity/documentation reflects that intervention was consistent with risk, that appropriate referral(s) were initiated in a timely manner, that services were provided consistent with needs in a timely manner, and that there was appropriate follow-up to verify service provision (including documentation as to why such identified/needed services were not provided or accessed).

d. Decision-Making, to include:

I. Both reasonable efforts and removal/placement activities were conducted consistent with risk and as required by statute and rule;

II. Case activity/documentation reflects that there was preparation for and participation in the Early Services Intervention/Case Transfer Staffing and other required staffings as appropriate; and that the information provided to receiving unit was timely, accurate and complete;

III. Case documentation reflects that there was discussion with the supervisor (and other high level agency personnel, if necessary) regarding case issues, if applicable;

IV. Appropriate findings and case disposition.

(f) For Child Protective Investigator Supervisor candidates, the successful completion of the “Supervising for Excellence” curriculum as addressed in 65C-33.007, F.A.C., is an additional requirement for certification.

1. A Child Protective Investigator Supervisor candidate shall successfully complete the Performance Assessment prior to participating in the required “Supervising for Excellence” training; the “Supervising for Excellence” curriculum is not a requirement for certification of Child Protective Investigations Specialist, Quality Assurance Professional, or Field Trainer candidates.

(11) Casework Component of the Performance Assessment for Child Protection Case Manager candidates.

(a) The case for evaluation shall be selected and agreed upon jointly by the candidate and his or her supervisor, and will be identified early enough in the case flow process for the candidate to personally complete all of the case documents being evaluated.

(b) The case shall be a judicial case with findings, which was staffed and referred for on-going case management service provision, and to which the candidate was assigned at the time of or shortly after the Early Services Intervention/Case Transfer Staffing, and for which the candidate has primary responsibility.

(c) The case may be an out-of-home case, where the child was removed and is living with a relative, non-relative, legal custodian, foster parent or prospective adoptive parent; or the case may be an in-home case, where the child is living with one or both parents, under court-ordered supervision.

(d) Demonstration of core competency elements through skilled performance of the

following minimum applicable key case activities is required for successful completion of the casework component of the Performance Assessment by a Child Protection Case Manager candidate:

1. All of the following must be completed pursuant to statute, rule and policy, including adhering to applicable time frames:

a. Information gathering, to include:

- I. Home visits (announced/unannounced) as required;
- II. Frequency of visits/contact with child, caregivers and birth parent(s), as required;
- III. Quality of engagement of child and parents during visits/contact;
- IV. Level of supervision or other intervention is consistent with risk;
- V. Thorough assessment of safety and on-going risk factors at each home visit/contact;
- VI. Safety Plan (if applicable), addresses all identified safety concerns;
- VII. Background records checks (as required);
- VIII. Contacts are purposeful and address case plan goal appropriateness as well as

progress/degree of compliance of all parties.

b. Documentation, to include:

- I. Case record contents are well-organized and easy to understand;
- II. All demographic, participant, and relationship information in the printed, hard copy of the case file, as well as that which is in the SACWIS system of record (FSFN) is correct and current;
- III. The case documentation in the printed, hard copy of the case file, as well as that which is in the SACWIS system of record (FSFN) is of good quality, accurate, relevant, well-written, and the entries have consistently been completed in a timely manner;

IV. The Pre-Disposition Study/Report (or similar document, containing similar information), if applicable to the case being evaluated and completed solely by the candidate, meets all statutory and rule requirements; and the content is accurate, informative, timely and well-written;

V. The Case Plan meets all statutory requirements for format, content, and timeframes; the content is accurate, timely, and well-written; the goal is current and appropriate for the case; services are relevant and accessible; tasks are achievable and individualized; desired outcomes are measurable; and the case plan has been updated when appropriate;

VI. The Judicial Review Social Study Report meets all statutory requirements for format, content, and timeframes; the content is accurate, timely, and well-written; and the document includes all attachments and assurances as required;

VII. The material included in the Home Study for relative or non-relative placement, if applicable (or either the Adoptive Home Study, or Child Study, as applicable for Adoption Case Managers), is of such quality that it: includes enough relevant information to support appropriate decision-making; addresses special placement or other considerations, including matching the strengths of the family to the needs of the child; addresses all safety and risk factors as appropriate; and includes all applicable background checks completed within required time frames.

c. Assessment, to include:

I. The initial Family Assessment (and updated Family Assessment, if applicable), includes complete information on all family and household members and other relevant individuals. The information in the Family Assessment(s) is of such quality that it: supports appropriate decision-making; addresses special placement or other considerations,

including matching the strengths of the family to the needs of the child; addresses all safety and risk factors as appropriate; and includes all applicable background checks completed within required time frames. The initial and on-going assessments of the family and home address potential immediate safety and long-term risks to children (which includes present and emerging dangers, child vulnerability, and caregiver protective capacity implications), and the information is updated and documented with sufficient thoroughness at each home visit/contact to identify possible risks, and enable development of a safety plan if needed;

II. A Safety Plan (if applicable) is documented, and safety planning is addressed appropriately (if necessary);

III. The documentation of identified issues, strengths and needs provides accurate and relevant information for immediate and long-term safety planning, case planning, and permanency considerations;

IV. Case activity/documentation reflects that intervention was consistent with risk, that appropriate referral(s) were initiated in a timely manner, that services were provided consistent with needs in a timely manner, and that there was appropriate follow-up to verify service provision (including documentation as to why such identified/needed services were not provided or accessed).

d. Decision-Making, to include:

I. Placement activities (if required), considered the needs of the child, engaged the family (when appropriate), and were conducted consistent with risk and as required by statute and rule;

II. Case activity/documentation reflects that there was preparation for and participation in both internal (agency) and external (e.g., IEP) staffings as appropriate;

III. Case documentation reflects that there was discussion with the supervisor (and other high level agency personnel, if necessary) regarding case issues, if applicable.

IV. The case goal is current, appropriate and achievable.

(12) Casework Component of the Performance Assessment for Child Protection Case Management Professionals (Supervisor, Specialist, Quality Assurance Professional, and Field Trainer candidates).

(a) A Supervisor, Specialist, Quality Assurance Professional, or Field Trainer candidate shall conduct an analysis of the casework of a Case Manager.

(b) The candidate will conduct his or her analysis on a case which shall be randomly selected and agreed upon jointly by the candidate and his or her supervisor, and is to be selected from the candidate's unit or program area caseload. Under no circumstances shall a candidate be assigned to evaluate a case on which he or she provided supervision or consultation prior to the assessment.

(c) The case shall be a judicial case with findings, which was staffed and referred for on-going case management service provision, and to which a Case Manager was assigned at the time of or shortly after the Early Services Intervention/Case Transfer Staffing, and for which a Case Manager continues to have primary responsibility.

(d) The case may be an out-of-home case, where the child was removed and is living with a relative, non-relative, legal custodian, or foster parent; or the case may be an in-home case, where the child is living with one or both parents, under court-ordered supervision.

(e) Demonstration of core competency elements through skilled critical analysis of the strengths, omissions and errors in the case, in addition to identification of the improvements needed in the work product(s) analyzed per the following case criteria, is required for

successful completion of the casework component of the Performance Assessment by a Child Protection Case Management Supervisor, Specialist, Quality Assurance Professional, or Field Trainer candidate:

1. Each of the following must be analyzed using the requirements of statute, rule and policy (including applicable time frames), and the guidelines set forth below:

a. Information gathering, to include:

I. Home visits (announced/unannounced) as required;

II. Frequency of visits/contact with child, caregivers and birth parent(s), as required;

III. Quality of engagement of child and parents during visits/contact;

IV. Level of supervision or other intervention is consistent with risk;

V. Thorough assessment of safety and on-going risk factors at each home visit/contact;

VI. Safety Plan (if applicable), addresses all identified safety concerns;

VII. Background records checks (as required);

VIII. Contacts are purposeful and address case plan goal appropriateness as well as progress/degree of compliance of all parties.

b. Documentation, to include:

I. Case record contents are well-organized and easy to understand;

II. All demographic, participant, and relationship information in the printed, hard copy of the case file, as well as that which is in the SACWIS system of record (FSFN) is correct and current;

III. The case documentation in the printed, hard copy of the case file, as well as that which is in the SACWIS system of record (FSFN) is of good quality, accurate, relevant, well-written, and the entries have consistently been completed in a timely manner;

IV. The Pre-Disposition Study/Report (or similar document, containing similar information), if applicable to the case being evaluated, meets all statutory and rule requirements; and the content is accurate, informative, timely and well-written;

V. The Case Plan meets all statutory requirements for format, content, and timeframes; the content is accurate, timely, and well-written; the goal is current and appropriate for the case; services are relevant and accessible; tasks are achievable and individualized; desired outcomes are measurable; and the case plan has been updated when appropriate;

VI. The Judicial Review Social Study Report meets all statutory requirements for format, content, and timeframes; the content is accurate, timely, and well-written; and the document includes all attachments and assurances as required;

VII. The material included in the Home Study for relative or non-relative placement, if applicable (or either the Adoptive Home Study, or Child Study, as applicable for Adoption Case Managers), is of such quality that it: includes enough relevant information to support appropriate decision-making; addresses special placement or other considerations, including matching the strengths of the family to the needs of the child; addresses all safety and risk factors as appropriate; and includes all applicable background checks completed within required time frames.

c. Assessment, to include:

I. The initial Family Assessment (and updated Family Assessment, if applicable), includes complete information on all family and household members and other relevant individuals. The information in the Family Assessment(s) is of such quality that it: supports appropriate decision-making, addresses the strengths and needs of all family and appropriate decision-making; addresses special placement or other considerations,

including matching the strengths of the family to the needs of the child; addresses all safety and risk factors as appropriate; and includes all applicable background checks completed within required time frames. The initial and on-going assessments of the family and home address potential immediate safety and long-term risks to children (which includes present and emerging dangers, child vulnerability, and caregiver protective capacity implications), and the information is updated and documented with sufficient thoroughness at each home visit/contact to identify possible risks, and enable development of a safety plan if needed;

II. A Safety Plan (if applicable) is documented, and safety planning is addressed appropriately (if necessary);

III. The documentation of identified issues, strengths and needs provides accurate and relevant information for immediate and long-term safety planning, case planning, and permanency considerations;

IV. Case activity/documentation reflects that intervention was consistent with risk, that appropriate referral(s) were initiated in a timely manner, that services were provided consistent with needs in a timely manner, and that there was appropriate follow-up to verify service provision (including documentation as to why such identified/needed services were not provided or accessed).

d. Decision-Making, to include:

I. Placement activities (if required), considered the needs of the child, engaged the family (when appropriate), and were conducted consistent with risk and as required by statute and rule;

II. Case activity/documentation reflects that there was preparation for and participation in both internal (agency) and external (e.g., IEP) staffings as appropriate;

III. Case documentation reflects that there was discussion with the supervisor (and other high level agency personnel, if necessary) regarding case issues, if applicable.

IV. The case goal is current, appropriate and achievable.

(f) For Child Protection Case Management Supervisor candidates, the successful completion of the “Supervising for Excellence” curriculum as addressed in 65C-33.007, F.A.C., is an additional requirement for certification; the “Supervising for Excellence” curriculum is not a requirement for certification of Child Protection Case Management Specialist, Quality Assurance Professional, or Field Trainer candidates.

1. A Child Protection Case Management Supervisor candidate shall successfully complete the Performance Assessment prior to participating in the required “Supervising for Excellence” training.

(13) Casework Component of the Performance Assessment for Child Protection Licensing Counselor candidates.

(a) The case for evaluation shall be selected and agreed upon jointly by the candidate and his or her supervisor, and will be identified early enough in the case flow process for the candidate to personally complete all of the case documents being evaluated.

(b) The case shall be that of an actively-licensed foster home for which the candidate completed both the licensing checklist and the licensing home study, and for which the candidate has primary responsibility.

(c) Demonstration of core competency elements through skilled performance of the following minimum applicable key case activities is required for successful completion of the casework component of the Performance Assessment by a Child Protection Licensing Professional:

1. All of the following must be completed pursuant to statute, rule and policy, including adhering to applicable time frames:

a. Information gathering, to include:

I. Home visits as required;

II. Frequency of visits with licensed caregivers as required;

III. Thorough assessment of safety and on-going risk factors at each home visit/contact;

IV. Safety Plan (if applicable), addresses all identified safety concerns;

V. Background records checks (as required);

VI. Contacts are purposeful and address placement and foster home compliance issues.

b. Documentation, to include:

I. Case record contents are well-organized, and easy to understand;

ii All foster family demographic information in the printed, hard copy of the licensing file, as well as that which is in the SACWIS system of record (FSFN) is correct and current;

III. The case documentation in the printed, hard copy of the licensing file, as well as that which is in the SACWIS system of record (FSFN) is of good quality, accurate, relevant, well-written, and the entries have consistently been completed in a timely manner;

IV. The Licensing Checklist and the Licensing Home Study include complete information on all family and household members and other relevant individuals. The material in the Home Study is of such quality that it: includes enough relevant information to support appropriate decision-making; addresses special placement or other considerations, including matching the strengths of the family to the needs of the child; addresses all safety and risk factors as appropriate; and includes all applicable background checks completed within required time frames.

c. Assessment, to include:

I. The initial assessment of the prospective foster family and home as well as the on-going assessment of the licensed family and home both address potential immediate safety and long-term risks to children (which includes present and emerging dangers, foster child vulnerability, and caregiver protective capacity implications), and the information is updated with sufficient thoroughness at each home visit/contact to identify possible risks, and enable development of a safety plan if needed;

II. A Safety Plan (if applicable) is documented, and safety planning is addressed appropriately (if necessary);

III. The documentation of identified issues, strengths and needs in both the Licensing Checklist and the Licensing Home Study provides accurate and relevant information for licensing/placement purposes, as well as for immediate and long-term safety planning, case planning, and permanency considerations;

IV. Case activity/documentation reflects that intervention (if applicable) was consistent with risk, that appropriate referral(s) were initiated in a timely manner, that services were provided consistent with needs in a timely manner, and that there was appropriate follow-up to verify service provision (including documentation as to why such identified/needed services were not provided or accessed).

d. Decision-Making, to include:

I. Licensing/relicensing decisions were made in accordance with statute, rule and child safety factors;

II. The strengths of the foster family were matched to the needs of the child when possible;

III. Case documentation/activity reflects that there was preparation for and participation in staffings or other agency mechanisms for ensuring that relevant information was reviewed and shared between affected parties (e.g., exit interviews; meeting with case managers who had placed children in the home, etc.);

IV. Case documentation reflects that there was coordination with other individuals or entities in order to help enhance timely service provision or to address concerns.

(14) Casework Component of the Performance Assessment for Child Protection Licensing Professionals (Supervisor, Specialist, Quality Assurance Professional, and Field Trainer candidates).

(a) A Supervisor, Specialist, Quality Assurance Professional, or Field Trainer candidate shall conduct an analysis of the casework of a Licensing Counselor.

(b) The candidate will conduct his or her analysis on a case which shall be randomly selected and agreed upon jointly by the candidate and his or her supervisor, and is to be selected from the candidate's unit or program area caseload. Under no circumstances shall a candidate be assigned to evaluate a case on which he or she provided supervision or consultation prior to the assessment.

(c) The case shall be that of an actively-licensed foster home for which a Licensing Counselor completed the licensing study, and for which a Licensing Counselor has primary responsibility.

(d) Demonstration of core competency elements through skilled critical analysis of the strengths, omissions and errors in the case, in addition to identification of the improvements needed in the work product(s) analyzed per the following case criteria, is required for successful completion of the casework component of the Performance Assessment by a

Child Protection Licensing Supervisor, Specialist, Quality Assurance Professional, or Field Trainer candidate:

1. Each of the following must be analyzed using the requirements of statute, rule and policy (including applicable time frames), and the guidelines set forth below:

a. Information gathering, to include:

I. Home visits as required;

II. Frequency of visits with licensed caregivers as required;

III. Thorough assessment of safety and on-going risk factors at each home visit/contact;

IV. Safety Plan (if applicable), addresses all identified safety concerns;

V. Background records checks (as required);

VI. Contacts are purposeful and address placement and foster home compliance issues.

b. Documentation, to include:

I. Case record contents are well-organized, and easy to understand;

ii All foster family demographic information in the printed, hard copy of the licensing file, as well as that which is in the SACWIS system of record (FSFN) is correct and current;

III. The case documentation in the printed, hard copy of the licensing file, as well as that which is in the SACWIS system of record (FSFN) is of good quality, accurate, relevant, well-written, and the entries have consistently been completed in a timely manner;

IV. The Licensing Checklist and the Licensing Home Study include complete information on all family/household members and other relevant individuals. The material in the Home Study is of such quality that it: includes enough relevant information to support appropriate decision-making; addresses special placement or other considerations, including matching the strengths of the family to the needs of the child;

addresses all safety and risk factors as appropriate; and includes all applicable background checks completed within required time frames.

c. Assessment, to include:

I. The initial assessment of the prospective foster family and home as well as the on-going assessment of the licensed family and home both address potential immediate safety and long-term risks to children (which includes present and emerging dangers, foster child vulnerability, and caregiver protective capacity implications), and the information is updated with sufficient thoroughness at each home visit/contact to identify possible risks, and enable development of a safety plan if needed;

II. A Safety Plan (if applicable) is documented, and safety planning is addressed appropriately (if necessary);

III. The documentation of identified issues, strengths and needs in both the Licensing Checklist and the Licensing Home Study provides accurate and relevant information for licensing/placement purposes, as well as for immediate and long-term safety planning, case planning, and permanency considerations;

IV. Case activity/documentation reflects that intervention (if applicable) was consistent with risk, that appropriate referral(s) were initiated in a timely manner, that services were provided consistent with needs in a timely manner, and that there was appropriate follow-up to verify service provision (including documentation as to why such identified/needed services were not provided or accessed).

d. Decision-Making, to include:

I. Licensing/relicensing decisions were made in accordance with statute, rule and child safety factors;

II. The strengths of the foster family were matched to the needs of the child when possible;

III. Case documentation/activity reflects that there was preparation for and participation in staffings or other agency mechanisms for ensuring that relevant information was reviewed and shared between affected parties (e.g., exit interviews; meeting with case managers who had placed children in the home, etc.);

IV. Case documentation reflects that there was coordination with other individuals or entities in order to help enhance timely service provision or to address concerns.

(e) For Child Protection Licensing Supervisor candidates, the successful completion of the “Supervising for Excellence” curriculum as addressed in 65C-33.007, F.A.C., is an additional requirement for certification; the “Supervising for Excellence” curriculum is not a requirement for certification of Child Protection Licensing Specialist, Quality Assurance Professional, or Field Trainer candidates.

1. A Child Protection Licensing Supervisor candidate shall successfully complete the Performance Assessment prior to participating in the required “Supervising for Excellence” training.

(15) Interpersonal Skills Component of the Performance Assessment.

(a) It is the responsibility of the candidate to select the interaction(s) for the interpersonal skills evaluation(s) and to schedule the observation(s). Each interaction may take place in any setting in which the candidate typically engages in a professional interaction with others as part of his or her job.

1. For Child Protective Investigator, Child Protection Case Manager, and Child Protection Licensing Counselor candidates, the interpersonal skills evaluation(s) may be scheduled in a client or family home, in the candidate’s office, or in any other professional

setting.

2. For Supervisor, Specialist, Quality Assurance Professional and Field Trainer candidates, the interpersonal skills evaluations may be scheduled in the office or field, where the candidate interacts with staff, peers, or other professionals.

(b) The interpersonal skills evaluation(s) may be scheduled any time after the Performance Assessment “window” period opens, from no sooner than six (6) months from the date of the candidate’s hire into the position, or successful completion of the waiver or post-test (whichever is later), to no later than nine (9) months from the date of the candidate’s hire into the position, or successful completion of the waiver or post-test, whichever is later.

(c) There is no requirement that the supervisor and the independent evaluator observe separate interactions, although they may do so, based upon such factors as scheduling availability and sensitivity to the needs of clients and families.

1. If the supervisor and independent evaluator observe separate interactions, the supervisor’s observation must be completed prior to the independent evaluator conducting his or her evaluation.

(d) For all candidates for certification, the professional interaction shall be evaluated in terms of each of the following minimum applicable key activities, which must be demonstrated in a manner consistent with generally accepted standards of professional conduct:

1. Demonstration of advanced preparation for the interaction;
2. Performance of introduction(s);
3. Knowledge and explanation of the purpose of the visit/interaction;
4. Ability to maintain an objective, professional approach;

5. Ability to engage children (as appropriate for age and developmental level) and caregivers/family members in discussion and planning;
6. Ability to communicate professionally with all visit/meeting participants;
7. Demonstration of active listening skills;
8. Ability to maintain the focus of the interaction;
9. Ability to appropriately respond to unexpected events as necessary;
10. Ability to verbalize participants' strengths and needs;
11. Demonstration of knowledge about and ability to offer service/provider alternatives to children and families;
12. Ability to conduct closing activities at conclusion of interaction.

(16) Completion of the Performance Assessment.

(a) All initial and subsequently attempted Performance Assessment activities and evaluations must be concluded no later than 12 months from the date the individual was hired into the position, or passed the waiver or post-test (whichever is later), by which time the individual shall have either achieved Child Protection Professional certification or shall be removed from any position requiring such certification.

(b) All portions of the Performance Assessment, including any agency-designed and agency-required additional components, must be successfully completed in order for the Child Protection Professional to fulfill the minimum performance standards required for initial certification as a Child Protection Professional.

1. Successful completion requires that both the individual's supervisor and the assigned independent evaluator concur that the candidate effectively demonstrated the knowledge, skills, abilities, values and attitudes necessary for the competent performance of the duties required by his or her position.

(c) At such time as the independent evaluator has completed both the casework and interpersonal evaluations, he or she and the supervisor shall meet to review and discuss their findings, prior to meeting with the candidate to present the results.

1. If both the Independent Evaluator and the candidate's supervisor agree that the individual successfully completed all portions of the Performance Assessment, the candidate has met the standard for initial certification as a Child Protection Professional, and the necessary paperwork shall be completed per the process set forth in 65C-33.009, F.A.C., in order for the candidate to be issued his or her certificate.

2. If both the Independent Evaluator and the candidate's supervisor agree that the individual did not successfully complete all portions of the Performance Assessment (including any agency-designed additional components), the candidate may engage in one (1) more attempt to demonstrate those skill areas which he or she did not pass the first time during the initial assessment.

a. If a candidate passes only one portion of the Performance Assessment (either the Casework or the Interpersonal Skills portion), it is not necessary for the candidate to take the entire assessment again; he or she will only need to re-take the failed portion of the assessment.

I. On the casework portion of the Performance Assessment, each of the written work products and criteria included in one standard (e.g., Documentation) must be passed in order to have passed that standard.

II. All standards must be passed in order to successfully complete the casework portion of the Performance Assessment.

III. Any standard(s) not passed may be attempted a second time in a re-take of the Casework portion of the Performance Assessment.

b. Inasmuch as a candidate's second Performance Assessment casework attempt shall not be conducted on the same case as previously evaluated, the employing agency will have established a protocol for random case selection for re-takes of any standards of the Casework component of the Performance Assessment.

c. Should a second attempt at the Interpersonal Skills portion of the Performance Assessment be necessary, the second attempt shall be observed during a professional interaction between the candidate and different participants than those observed in the first attempt.

I. As in the initial attempt, it is the responsibility of the candidate to select the interaction(s) for the Interpersonal Skills evaluation(s) and to schedule the observation(s); there is no requirement that the supervisor and the independent evaluator observe separate interactions, however they may do so.

II. If, during the first attempt of the Interpersonal Skills evaluation, the Supervisor and the Independent Evaluator observed different interactions, and only one of them failed the candidate, both the Supervisor and the Independent Evaluator must evaluate the second attempted interaction.

d. Absent special or other circumstances, the employing agency shall make arrangements for the second attempt of the failed portion(s) of the Performance Assessment to be conducted within 30 calendar days following the date on which the initial Performance Assessment was failed.

e. At the beginning of the 30 calendar day period prior to the individual's second attempt, the candidate, his or her Supervisor, and a Certified Child Welfare Trainer may, at the discretion of the employing agency, enter into a Certification Plan to identify the areas of deficiency and develop the strategy for remediation.

3. The employing agency shall have established a protocol for the resolution of differences which arise in the event that, after a review of their findings, the Independent Evaluator and the candidate's Supervisor differ in their perspective on whether or not the candidate successfully completed all portions of the Performance Assessment.

a. Such agency protocol may include convening a review panel, consisting of agency executive staff, to evaluate the same work products or skills assessed during the initial evaluation; or some similar resolution process, the decision made by which is binding.

4. Absent special or other circumstances, the independent evaluator for the individual's second Assessment attempt shall be the same individual who served as Independent Evaluator for the candidate's first attempt of the Performance Assessment.

(17) Absent special or other circumstances, should the Child Protection Professional fail to successfully complete the second Performance Assessment attempt (either portion), the employing agency shall do one of the following:

(a) Afford the individual the opportunity to enter into a one time, time-limited Performance Improvement Plan ("PIP") with his or her immediate and next level Supervisor, a Certified Child Welfare Trainer, and the Independent Evaluator, in order to best decide on a plan of action, which may, at the discretion of the employing agency, include one final Performance Assessment attempt.

1. The time frame for completion of the Performance Improvement Plan (including, if applicable, the individual's one final Performance Assessment attempt), shall be no longer than 60 calendar days from the date the individual failed the second attempted Performance Assessment, or 12 months from the date of having successfully completed the waiver or post-test, whichever occurs first, absent special or other circumstances accommodated by the employing agency.

a. There are no second Performance Improvement Plans applicable under this section.

(b) Terminate the individual from the agency, or remove the individual from any position requiring Child Protection Certification no later than ten (10) business days from the date of receipt of the results of the second failed Performance Assessment, absent special or other circumstances accommodated by the employing agency.

1. If special or other circumstances exist, it is up to the sole discretion of the employing agency as to the accommodation, if any, to be extended to the individual, within these guidelines:

a. Under no circumstances shall any individual in one of the Child Protection Professional positions of Protective Investigator, Case Manager or Licensing Counselor, who has failed to achieve certification due to two unsuccessful attempts to successfully complete the Performance Assessment, carry a caseload, be assigned any cases, be responsible for any assessment of risk, conduct any unaccompanied or unsupervised home visits, perform any home studies or interviews of children or adults, or otherwise have either primary or secondary responsibility for any investigation, child, family or case.

b. Similarly, under no circumstances shall any individual in one of the Child Protection Professional positions of Supervisor, Specialist, Quality Assurance Professional, or Field Trainer, who has failed to achieve certification due to two unsuccessful attempts to successfully complete the Performance Assessment, be responsible for any assessment of risk, any oversight or approval of the work of others, or otherwise provide oversight of any investigation, child, family or case.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.007 Additional Requirements for Supervisor Certification.

(1) Absent special or other circumstances accommodated by the employing agency, each Child Protection Professional who occupies a supervisory position must meet all of the training and certification requirements to become certified as a Supervisor in that position classification (Protective Investigations; Case Management; Licensing) within one year of hire into the supervisory position, or within one year of passing the waiver or post-test for the position, whichever is later.

(2) In order to achieve certification as a Child Protection Professional Supervisor, each candidate occupying a supervisory position must:

(a) Successfully complete both the Casework and Interpersonal Skills portions of the Performance Assessment applicable to his or her position classification (Protective Investigations; Case Management; Licensing), developed for Supervisor, Specialist, Quality Assurance Professional, and Field Trainer candidates, as described in Rule 65C-33.006, F.A.C.;

1. Should the individual fail to successfully complete both portions of the Performance Assessment, the process to be followed is set forth in rule 65C-33.006(16)(c)2, F.A.C.

(b) Successfully complete the child welfare “Supervising for Excellence” or other Department-approved supervisory curriculum.

1. Absent special or other circumstances, successful completion of the child welfare “Supervising for Excellence” curriculum is achieved by the individual attending and participating in all sessions of the course, completing all assignments, and completing and presenting the project component as required by the curriculum. All missed classes shall be made up by the individual prior to the conclusion of the course.

2. At the discretion of the employing agency, should the candidate fail to successfully complete the child welfare “Supervising for Excellence” or other Department-approved curriculum, the agency shall either:

a. Afford the individual the opportunity to enter into a one-time, time-limited Certification Plan with his or her immediate and next level Supervisor, a Certified Child Welfare Trainer, and any other interested parties, in order to help identify the issue(s) and develop a specific plan for remediation which may, at the discretion of the employing agency, include one final attempt to successfully complete the child welfare “Supervising for Excellence” curriculum.

I. The time frame for completion of the Certification Plan (including, if applicable, the individual’s one final “Supervising for Excellence” attempt), shall be no longer than 60 calendar days from the date the individual failed to successfully complete the first attempted “Supervising for Excellence” curriculum, or within one (1) year of hire into the supervisory position, or within one (1) year of passing the waiver or post-test for the supervisory position, whichever is later, absent special or other circumstances accommodated by the employing agency.

II. There are no additional Certification Plans applicable under this section.

(b) Remove the individual from any position requiring supervisory Child Protection Certification no later than ten (10) business days from the date the candidate failed to successfully complete the child welfare “Supervising for Excellence” curriculum, absent special or other circumstances accommodated by the employing agency.

1. If special or other circumstances exist, it is up to the sole discretion of the employing agency as to the accommodation, if any, to be extended to the individual, within these guidelines.

a. Under no circumstances shall any individual who has failed to achieve certification as a Supervisor due to two or more unsuccessful attempts to successfully complete the child welfare “Supervising for Excellence” curriculum be responsible for any assessment of risk, any approval of the work of others, or otherwise provide oversight of any investigation, child, family or case.

(c) Terminate the individual from the agency within ten (10) business days of notice to the individual that the requirements of certification have not been met within the required period of time.

(3) Within 30 calendar days of a Child Protection Professional having successfully completed the supervisory certification process, the employing agency Training Manager or designee shall forward to the Office of Family Safety a completed Department-generated “Request for Certificate” form, attesting to the fact that the individual successfully completed all requirements necessary for certification as a Child Protective Investigator Supervisor, a Child Protection Case Management Supervisor, or a Child Protection Licensing Supervisor.

(4) The complete process to be followed for the request and issuance of all certificates is set forth in rule 65C-33.009, F.A.C.

(5) The recertification requirements for a Child Protection Professional Supervisor and the implications of not achieving timely recertification are identical to those for any other Certified Child Protection Professional, as set forth in Rule 65C-33.008.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.008 Recertification.

(1) Certification is a condition of employment for those positions requiring certification.

(2) In order to achieve recertification, it is required that every Certified Child Protection Professional continue to fulfill his or her job requirements and participate in a minimum of 48 hours of professional development (“in-service”) training every three (3) years from the date of his or her most recent certification, in order to help enhance professional growth and development on an on-going basis, and as the means by which to fulfill the training requirements for recertification. Unless accommodations are made by the employing agency to address an individual’s special or other circumstances, each individual in a position requiring certification must be recertified within three (3) years of the date of the most recent certification.

(3) The employing agency shall ensure that obtaining recertification every three (3) years through the fulfillment of job requirements and documented professional development training is included as a performance standard for each Certified Child Protection Professional, and that each individual employed in a position requiring certification is made aware of the ramifications of not meeting the requirement.

(4) It is the responsibility of the employing agency to ensure that each Certified Child Protection Professional is notified of and encouraged to attend and participate in a variety of professional development training opportunities in order to help enhance each individual’s professional evolution on an on-going basis, as well as to meet recertification requirements.

(a) An individual may not be recertified in more than one position classification (Protective Investigations; Case Management; Licensing) or in more than one certification designation (e.g., Protective Investigator; Supervisor) at the same time. In those instances in which an individual, by virtue of transferring, promoting, or being hired into another position requiring certification, is actively, concurrently certified in more than one position

classification or certification designation, and meets the requirements for recertification, the individual's recertification shall only be granted in his or her current position classification and current certification designation.

(5) The employing agency is responsible for verifying attendance and maintaining documentation of each individual's professional development training hours.

(6) The Department will not review or approve professional development ("in-service") training courses.

(7) It is the responsibility of the employing agency to validate professional development training course content as to subject relevance, with regard to each individual's position classification, job requirements, and identified or observed needs.

(8) Although there are no specific course requirements for the mandatory 48 hours of professional development training, employing agencies shall provide or make available training opportunities which address a wide variety of core competency elements (e.g., ethics, interpersonal skills, conflict resolution, law and policy issues, cultural diversity, and case practice-related processes) in order to help expand the knowledge, proficiency and awareness of each Certified Child Protection Professional.

(a) Professional development training hours may be obtained by attending relevant workshops, conferences, other trainings, or participating in pertinent on-line learning opportunities approved by the employing agency. In some cases whereby individuals are pursuing undergraduate or graduate degrees, certain courses may be pre-approved by the employing agency to count as a portion of the individual's professional development training hours, as long as the course and the degree sought are relevant to the individual's current position classification (Protective Investigations; Case Management; Licensing).

1. Professional development training hours garnered through agency-approved, successfully completed college or graduate-level courses shall be credited as the number of total credit hours for the course; for example, a three (3) credit-hour course shall be credited as three (3) professional development training hours toward recertification.

a. No more than 25% of the required 48 professional development training hours may come from college or graduate-level courses in which the individual is enrolled as a degree-seeking or non-degree seeking student.

(b) No individual may take the pre-test, post-test or waiver test in lieu of all or any part of the required 48 hours of professional development training hours.

(c) No individual may attend pre-service classes that he or she previously attended as part of the pre-service curriculum or waiver plan in order to obtain any professional development (“in-service”) training hours.

1. Pre-service curriculum courses that are new, or in which the individual has not previously participated (including relevant on-line instruction that may be a new part of the pre-service curriculum, but was not included in the individual’s previous pre-service experience) may be considered as professional development training hours which count toward meeting the requirement for recertification.

2. Training provided by the Department on updated statutory, administrative code and policy requirements may be considered as professional development training hours which count toward meeting the requirement for recertification.

a. In order to help promote each individual's professional development, enhancement of skills and assimilation of information beyond that which is routinely required as part of each individual's job function, no more than 50% of the mandatory 48 professional

development training hours may be credited from trainings which are required by the Department.

(9) The employing agency is responsible for the tracking of all professional development trainings, activities and recertification information for every Certified Child Protection Professional employed by the agency.

(a) The official tracking system that shall be used by the Department and all agencies to document training is SkillNET, or other Department-approved tracking database.

(b) Each individual shall enter and regularly maintain all professional development training information in SkillNET, or other Department-approved tracking database.

(10) Every Supervisor of a Certified Child Protection Professional shall ensure, prior to the expiration of the individual's certification, that his or her professional development training hours are appropriate and sufficient to meet job performance expectations and recertification requirements.

(a) Absent accommodated special or other circumstances, when professional development training or other identified requirements for recertification are not met, the Certified Child Protection Professional whose certification has expired may, at the discretion of the employing agency:

1. Enter into a Recertification Plan with his or her Supervisor and a Certified Child Welfare Trainer, in order to identify available courses and specific time frames for satisfactorily meeting the requirement, as well as to help ensure that the individual has access to the resources and supports necessary to do so. The formulation of a Recertification Plan is applicable in those cases where, in the judgment of the employing agency, compelling circumstances exist that warrant the allowance of limited additional time for the fulfillment of recertification requirements to be afforded the individual in order to

provide every possible opportunity for his or her successful completion of the recertification process within the prescribed time frame.

a. The agency-designed Recertification Plan must identify the roles and responsibilities of all plan participants, must address each of the training, activities, and other steps necessary in order for the Child Protection Professional to satisfy the job performance requirements and achieve recertification, and must include a specific time frame (not to exceed 60 days from the date of expiration of the individual's most recent certification) within which the individual must either complete all requirements for recertification, be removed from any position requiring certification, or be terminated from the agency (absent any special or other circumstances accommodated by the employing agency).

b. A copy of the Recertification Plan will be placed into the individual's personnel file, and a copy will be sent to the employing agency's Training Manager or designee, who will provide one copy each to the Training Academy and the Office of Family Safety.

c. There is a limited process for "provisional certification," the informal certification status of the individual during the period of time between entering into the Recertification Plan and the 60th day after the date of expiration of the individual's most recent certification. While provisionally certified (for a period not to exceed 60 days), the individual may carry a caseload and continue to perform his or her job responsibilities, but must complete all of the trainings and other recertification activities identified in the Recertification Plan within the specified time frame, or be removed from any position requiring certification.

2. Be removed from the position within ten (10) business days of notice to the individual by the employing agency that the requirements of recertification have not been met within the required period of time.

(11) Upon any of the following: an individual's loss of or inability to achieve certification; promotion, demotion or transfer to a position not requiring certification; termination from the position or agency; or other such status-changing event, the employing agency Training Manager or designee shall notify the Training Academy in writing of the individual's status within three (3) business days of the effective date of the event.

(a) Within two (2) business days of same notification, the Training Academy will update the individual's status in the SkillNET or other Department-approved tracking database system.

(12) For any individual whose certification expired prior to June 24, 2005, his or her certification status is not active, unless recertification requirements were met and documented prior to the expiration date of his or her most recent certificate.

(a) If recertification requirements were not met prior to the expiration date of the most recent certificate, the individual is not certified, and as such, must successfully complete either the waiver test or the pre-service curriculum (including the post-test) and the Performance Assessment, as well as any other certification requirements in order to obtain initial certification. Absent special or other circumstances accommodated by the employing agency, any individual to whom this is applicable shall successfully complete all initial certification requirements and become certified in his or her current position classification no later than one (1) year from the date of having passed the waiver or post-test (whichever is later).

1. Should an individual covered under this section fail to successfully complete any portion of the initial certification process (including the waiver or post-test, the casework or

interpersonal portions of the Performance Assessment), the appropriate steps shall be followed, as set forth in the applicable sections of this Rule.

(13) For any individual whose most recent certification expired between June 24, 2005 and the effective date of this Rule, his or her certification status is active until January 1, 2010, at which time the individual shall be eligible for recertification in his or her current position classification and certification designation, provided that:

(a) He or she has been actively employed and has participated in and documented a minimum of 48 hours of professional development training in the SkillNET or other Department-approved tracking database system, and

(b) Within 30 calendar days before January 1, 2010, the employing agency Training Manager or designee forward to the Office of Family Safety a signed, completed Department-generated "Request for Certificate" form (Attachment A), attesting to the fact that the individual successfully completed all requirements necessary for recertification.

(14) For any individual whose most recent certification date was between June 24, 2005 and January 1, 2007, his or her certification status is active until January 1, 2010, at which time the individual shall be eligible for recertification in his or her current position classification and certification designation, provided that:

(a) He or she has been actively employed and has participated in and documented a minimum of 48 hours of professional development training in the SkillNET or other Department-approved tracking database system, and

(b) Within 30 calendar days before January 1, 2010, the employing agency Training Manager or designee forward to the Office of Family Safety a signed, completed Department-generated "Request for Certificate" form (Attachment A), attesting to the fact that the individual successfully completed all requirements necessary for recertification.

(15) For any individual whose most recent certification date was after January 1, 2007, his or her certification status is active for three (3) years from the date of the certificate, at which time the individual shall be eligible for recertification in his or her current position classification and certification designation, provided that:

(a) He or she has been actively employed and has participated in and documented a minimum of 48 hours of professional development training in the SkillNET or other Department-approved tracking database system, and

(b) Within 30 calendar days before the expiration date of the individual's certificate, or three (3) years from the date of the certificate (if there is no expiration date), the employing agency Training Manager or designee forward to the Office of Family Safety a signed, completed Department-generated "Request for Certificate" form (Attachment A), attesting to the fact that the individual successfully completed all requirements necessary for recertification.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.009 Certificate Issuance.

(1) Within 30 calendar days after any Child Protection Professional has successfully completed all requirements of the certification or recertification process, the employing agency Training Manager or designee shall forward to the Office of Family Safety a completed and signed Department-generated "Request for Certificate" form (Attachment A), attesting to the fact that the individual successfully completed all requirements necessary for certification or recertification.

(a) The completed "Request for Certificate" form shall include:

1. The date of the request;
2. The name of the employing agency;

3. The individual's full name;
4. The name of the individual's supervisor;
5. The name of the employing agency's Training Manager or designee;
6. The effective date of the individual's certification/recertification;
7. The individual's position classification (Child Protective Investigations; Child Protection Case Management; Child Protection Licensing);
8. The individual's certification designation (Professional; Supervisor; Specialist; QA Professional; Field Trainer); and
9. The signature of the individual, his or her Supervisor, the Program Administrator or agency head, and the employing agency's Training Manager or designee.

(b) The signed, completed "Request for Certificate" form may be faxed, mailed, or sent by electronic mail by the employing agency's Training Manager or designee to the Office of Family Safety.

(2) Within 30 calendar days from the date of receipt of the signed, completed "Request for Certificate" by the Office of Family Safety, an electronic certificate will be issued for the individual named on the request form, and will be sent via electronic mail to the Training Academy for forwarding to the individual's employing agency.

(a) In order to issue a certificate, the name of the individual on the "Request for Certificate" form must be the same name as that which is listed in the SkillNET or other Department-approved tracking system for that individual.

1. In those cases where an individual's name may have changed during the employment or certification period, it is the responsibility of the employing agency to ensure that the individual's current and correct name is reflected in the SkillNET or other

Department-approved tracking system, and is identical to the name on the “Request for Certificate,” prior to sending the request to the Office of Family Safety.

(3) Within 15 calendar days from the date of receipt of the electronic certificate by the Training Academy, the electronic certificate and congratulatory letter will be forwarded via electronic mail by the Academy to the employing agency’s Training Manager or designee, to be printed and provided to the newly-certified Child Protection Professional.

(4) All issues or questions about a Child Protection Professional’s certification or recertification status shall come to the Office of Family Safety through the employing agency’s Training Manager or designee.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.010 Break in Service.

(1) A break in service is considered to have occurred when there has been any departure from continuous employment within one agency in a position requiring Child Protection Professional certification.

(2) Inasmuch as there is no break in service in any instance in which the individual remains employed by the agency, arrangements to approve accommodation of an individual’s special or other circumstance(s) may be made and documented on a case-by-case basis at the discretion of the employing agency.

(3) It is at the sole discretion of the employing agency as to whether to authorize the waiver process or require the Pre-service curriculum for individuals meeting the following criteria; the agency may be more prescriptive than the following guidelines, but may not be less so.

(4) A break in service for a period of less than three (3) months; same position classification:

(a) For a currently Certified Child Protection Professional who experiences a break in service for a period of less than three (3) months and is subsequently hired into the same position classification and certification designation as that in which the current certification is held, no waiver test or waiver plan is required, but may be authorized at the discretion of the employing agency.

(5) A break in service for any period up to two (2) years; same position classification:

(a) For a currently Certified Child Protection Professional who experiences a break in service for a period of more than three (3) months but less than two (2) years, and who is subsequently hired into the same position classification as that in which the current certification is held, the employing agency may authorize the waiver test, in addition to requiring that the individual attend specified portions of the pre-service training.

1. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual attend those pre-service classes and participate in those pre-service activities in which changes have occurred since the individual last attended pre-service training or obtained his or her certification. In addition, the waiver plan shall address the requirement that all professional development training hours and recertification activities for the individual's position classification be completed prior to the expiration of the individual's current certification or within one (1) year of the individual passing the waiver test, whichever occurs first. If the individual is hired into a new certification designation, the waiver plan shall address the fact that all certification activities for the individual's new certification designation must be completed within one (1) year of the individual passing the waiver test.

(b) For a previously certified Child Protection Professional whose certification has expired, and who is subsequently hired into the same position classification as that in which certification was obtained, the employing agency may authorize the waiver test, in addition to requiring that the individual attend specified portions of the pre-service training; or the agency may require that the individual be hired in trainee status and participate in the entire pre-service training (including the post-test).

1. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual attend those pre-service classes and participate in those pre-service activities in which changes have occurred since the individual last attended pre-service training or obtained his or her certification. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's position classification, and new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

(c) For a Child Protection Professional who successfully completed pre-service training (including having passed the post-test), but whose break in service occurred prior to the individual being able to achieve certification, and he or she is subsequently hired into the same position classification as the track in which he or she participated in both the pre-service training and post-test (e.g., Case Management or Investigations), the employing agency may authorize the waiver test, in addition to requiring that the individual attend specified portions of the pre-service training; or the agency may require that the individual be hired in trainee status and participate in the entire pre-service training (including the post-test).

1. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual attend those pre-service classes and participate in those pre-service activities in which changes have occurred since the individual last attended pre-service training. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's position classification and new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

(6) A break in service for any period up to two (2) years; different position classification:

(a) For a currently Certified Child Protection Professional who is subsequently hired into a different position classification than that in which certification was obtained (e.g., Investigations to Case Management), the employing agency may authorize the waiver test, in addition to requiring that the individual attend specified portions of the pre-service training; or the agency may require that the individual be hired in trainee status and participate in the entire pre-service training (including the post-test).

1. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual attend all pre-service classes in the track of the new position classification that he or she had not previously attended. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's new position classification and new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

(b) For a previously certified Child Protection Professional whose certification has expired, and who is subsequently hired into a different position classification as that in which certification was obtained, the employing agency may authorize the waiver test, in addition to requiring that the individual attend specified portions of the pre-service training; or the agency may require that the individual be hired in trainee status and participate in the entire pre-service training (including the post-test).

1. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual attend all pre-service classes in the track of the new position classification that he or she had not previously attended. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's new position classification and new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

(c) For a Child Protection Professional who successfully completed pre-service training (including having passed the post-test), but whose break in service occurred prior to the individual being able to achieve certification, and he or she is subsequently hired into a different position classification as the track in which he or she participated in both the pre-service training and post-test (e.g., Protective Investigations; Case Management; Licensing) the employing agency may authorize the waiver test, in addition to requiring that the individual attend specified portions of the pre-service training; or the agency may require that the individual be hired in trainee status and participate in the entire pre-service training (including having to successfully complete the post-test).

1. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual attend all pre-service classes and participate in all pre-service activities in the track of the new position classification that he or she had not previously attended. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's new position classification and new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

(7) A break in service for a period of two (2) years to three (3) years:

(a) Regardless of certification status or the position classification into which the individual is hired, any individual with a break in service for a period of two (2) to three (3) years shall only be authorized to take a waiver test if it can be determined from documentation that the individual engaged in recent, relevant education or employment during a majority of the period of broken service. If the individual cannot meet this criterion, he or she must participate in the entire pre-service training (including the post-test) for the position classification into which he or she is hired.

1. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual attend, as applicable, those pre-service classes and participate in those pre-service activities in which changes have occurred since the individual last attended pre-service training, or that the individual attend those pre-service classes and participate in those pre-service activities in the track of the new position classification that he or she had not previously attended. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other

certification or recertification activities for the individual's position classification and new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

(8) A break in service for a period of over three (3) years:

(a) Regardless of certification status, prior education or previous experience, any individual with a break in service for a period of over three (3) years shall not be authorized to take a waiver test, and must successfully complete all pre-service requirements of the position classification into which he or she is hired, as would any other trainee.

1. As a trainee, the individual shall not carry a caseload, be assigned any cases, be responsible for any assessment of risk, conduct any unaccompanied or unsupervised home visits, perform any home studies or interviews of children or adults, or otherwise have either primary or secondary responsibility for any investigation, child, family or case until successful completion of the pre-service training, including having passed the post-test.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.011 Waiver Process.

(1) The waiver process is the procedure by which individuals who already meet certain educational and experiential criteria as Child Protection Professionals pursuant to this Rule and as determined by the employing agency, may be eligible to take a waiver test and enter into an individualized waiver plan in lieu of participating in all of the training, activities and post-test requirements of the pre-service curriculum.

(2) The employing agency is responsible for the administration and oversight of the waiver process, including authorization of the waiver test and development of the individualized waiver plan.

(3) In order to exercise the waiver process option, the individual must meet the minimum educational and experiential criteria as set forth by the employing agency, must pass the waiver test upon the first and only attempt, and must enter into a Waiver Plan with his or her Supervisor and a Certified Child Welfare Trainer, prior to the assignment of any cases.

(4) The Waiver Test.

(a) The waiver test is designed both to measure the level of the individual's basic knowledge of Florida child protection laws, principles and policies, and to assess the individual's ability to appropriately integrate and apply fundamental child welfare/child protection concepts in his or her decision-making, when determining how best to meet the safety, permanence and well-being needs of a child.

(b) The waiver test must be administered within five (5) business days of the individual's start date in the position into which he or she was hired.

(c) The employing agency shall maintain written documentation of the individual's applicable educational and employment experience as verification of the employee's eligibility to take the waiver test.

(d) Although an individual may qualify to be given a waiver test by virtue of his or her certification status, educational credentials or employment experience, the employing agency shall exercise sole discretion as to whether to authorize a waiver test (and subsequent waiver plan upon successful completion of the test), or require the entire pre-service training and post-test for any individual meeting the following criteria:

1. A currently Certified Child Protection Professional who experiences no break in service, and who has been hired or otherwise appointed into a different position

classification than that in which the current certification is held (e.g., Protective Investigations to Case Management).

a. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual participate in those pre-service classes and activities in the track of the new position classification that he or she had not previously attended or completed. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's new position classification and new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

2. A currently Certified Child Protection Professional who experiences a break in service for a period of up to 3 months and who is subsequently hired into the same position classification and certification designation as that in which the current certification is held.

a. Although no waiver test is required in this instance for the individual to be able to resume his or her duties, one may be authorized at the discretion of the employing agency.

3. A currently Certified Child Protection Professional who experiences a break in service for a period of three (3) months to two (2) years, and who is subsequently hired into the same position classification and certification designation as that in which the current certification is held.

a. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual participate in those pre-service classes and activities in which changes have occurred since the individual last attended pre-service training or obtained his or her certification. In addition, the waiver plan shall address the

requirement that all professional development training hours and recertification activities for the individual's position classification be completed prior to the expiration of the individual's current certification or within one (1) year of the individual passing the waiver test, whichever occurs first.

4. A currently Certified Child Protection Professional who experiences a break in service for any period up to two (2) years, and who is subsequently hired into a different position classification (e.g., Protective Investigations to Case Management) or a different certification designation in the same or other position classification (e.g., Case Manager to Supervisor).

a. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual participate in those pre-service classes and activities in the track of the new position classification that he or she had not previously attended or completed. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's new position classification or new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

5. A previously Certified Child Protection Professional in any position classification or certification designation, whose certification has expired, and who experiences a break in service for any period up to two (2) years, and who is subsequently hired into a position requiring Child Protection Professional certification.

a. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual participate in those pre-service classes and

activities in which changes have occurred since the individual last attended pre-service training, or participate in those pre-service classes and activities in the track of the new position classification that he or she had not previously attended or completed. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's position classification or new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

6. A Child Protection Professional in any position classification, who, after having successfully completed the pre-service training (including having passed the post-test), but prior to having achieved certification, experiences a break in service for any period up to two (2) years.

a. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual participate in those pre-service classes and activities in which changes have occurred since the individual last attended pre-service training, or participate in those pre-service classes and activities in the track of the new position classification that he or she had not previously attended or completed. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's position classification and new certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

7. A Child Protection Professional (or similarly-titled individual) who has gained relevant child welfare/child protection experience for the one (1) year period immediately

preceding the individual's date of hire, through comparable employment as a licensed or certified Child Protection (or similar) Professional in another state.

a. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include the requirement that the individual participate in those pre-service classes and activities in which Florida legislation, policies, procedures and practices are reviewed. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's position classification be completed within one (1) year of the individual passing the waiver test.

8. A Child Protection Professional in any certification status and in any position classification, who experiences a break in service for a period of over two (2), but less than three (3) years.

a. The waiver process may only be authorized in this instance if it can be established and documented that the individual was actively engaged in relevant training, education or employment for the majority of the period of broken service.

I. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual (as applicable) participate in those pre-service classes and activities in which changes have occurred since the individual last attended pre-service training, or participate in those pre-service classes and activities in the track of the new position classification that he or she had not previously attended or completed. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the individual's position classification and new

certification designation, if applicable, be completed within one (1) year of the individual passing the waiver test.

(9) Regardless of certification status, prior education or previous experience, any individual with a break in service for a period of more than three (3) years shall not be authorized to take a waiver test, and must complete all pre-service requirements as would any other trainee, including passing the post-test.

(a) As such, the individual shall not carry a caseload, be assigned any cases, conduct any unaccompanied or unsupervised home visits, perform any home studies or interviews of children or adults, be responsible for any assessment of risk, or have either primary or secondary responsibility for any investigation, child, family or case until successful completion of the pre-service training, including having passed the post-test.

9. Any individual, including an intern, who meets the educational and experiential criteria established by the employing agency, and for whom it can be established and documented by the employing agency that he or she was actively engaged in relevant training, education or employment in child welfare/child protection, human services, investigations or law enforcement for the one (1) year period immediately preceding the individual's hire.

a. Upon successful completion of the version of the waiver test designed for the position classification into which the individual is hired, the waiver plan shall include, at a minimum, the requirement that the individual participate in those pre-service classes and activities in which Florida legislation and policies, along with child welfare/child protection procedures and practices are reviewed. In addition, the waiver plan shall address the requirement that the Performance Assessment and all other certification activities for the

individual's position classification be completed within one (1) year of the individual passing the waiver test.

(11) An individual may take the waiver test only once during any one period of employment.

(a) An individual authorized to take the waiver test must pass the test on the first attempt; there are no subsequent re-take attempts of a failed waiver test.

1. If the individual fails the waiver test, no waiver plan is developed, and the individual must participate in the pre-service training in trainee status, regardless of any prior education or previous experience. As such, the individual shall not carry a caseload, be assigned any cases, be responsible for any assessment of risk, or otherwise have either primary or secondary responsibility for any investigation, child, family or case until successful completion of the pre-service training (including having passed the post-test).

(12) The Waiver Plan.

(a) The employing agency is responsible for ensuring that within five (5) business days of having passed the waiver test, the Child Protection Professional meets with his or her supervisor and a Certified Child Welfare Trainer in order to enter into and sign an agency-designed, individualized Waiver Plan, which must specifically include a review of each of the following:

1. Any identified pre-service and in-service classes, on-line instruction, field activities, or other specific training needed by the Child Protection Professional, with specific time frames for completion, in order to enhance or update current knowledge;
2. Performance Assessment criteria, time frames and expectations (if applicable);
3. Certification (or recertification) requirements, as applicable; and

4. Roles, tasks, responsibilities and time frames assigned to each party, in order to help ensure that the Child Protection Professional has access to the resources and supports necessary for his or her successful completion of Phase II and the certification (or recertification) process.

(13) As part of any waiver plan, the employing agency may require that any individual participate in additional trainings and activities, regardless of certification status, education or experience. These additional requirements depend upon such factors as the type, length and degree of the individual's previous child welfare/child protection experience; the individual's prior employment history; duration of the individual's break in service (if applicable); and changes in law, policy and practice which may have occurred during the individual's break in service.

(14) Regardless of certification status, or any prior education or previous experience, until such time as the waiver plan has been executed, the Child Protection Professional who has passed the waiver test shall not carry a caseload, be assigned any cases, be responsible for any assessment of risk, or otherwise have either primary or secondary responsibility for any investigation, child, family or case.

(a) The Child Protection Professional who passes the waiver test is not required to be given a protected training caseload for 30 days following the test, but may be given such a protected caseload, at the discretion of the Supervisor.

1. Beginning caseload size shall be based upon information in the individual's waiver plan as well as the Supervisor's assessment of the individual's knowledge, skills, abilities, values and attitudes as they relate to child welfare/child protection and job performance.

a. In determining beginning caseload size, the supervisor shall also consider the type, length and degree of the individual's previous child welfare or other applicable experience,

as well as the duration of the individual's break in service, if applicable, including any changes in law, policy and practice which may have occurred during the break in service and for which the individual may need specific training.

(14) There is no waiver procedure for either the Performance Assessment portion of the certification process, or for the 48 professional development training hours required every three (3) years for recertification.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.012 Child Welfare Trainer Certification.

(1) In order to ensure that Child Welfare Trainers have the proficiency and support necessary to help provide Child Protection Professionals with the knowledge, skills, abilities, values and attitudes needed to make decisions that provide Florida children with safe and permanent homes, every trainer of the State of Florida Child Welfare Pre-Service Training Program curriculum shall be certified by the Department-approved Training Academy under contract at that time.

(2) The Child Welfare Training Academy is responsible for the training and certification of Child Welfare Trainers and the administration of the State of Florida's Child Protection Professional Certification Program.

(a) In order to eligible to apply for consideration to be a Child Welfare Trainer, the following requirements must be met:

1. The candidate must have been previously certified as a Child Welfare Trainer in the state of Florida; *or*

2. The candidate must have passed the State of Florida Child Welfare Pre-Service Training post-test (or waiver test); *and*

3. The candidate must be a Florida Certified Child Protection Professional, with two (2) or more years of experience; *or*

4. The candidate must have two (2) years of child welfare/child protection experience, or two (2) years of verifiable, comparable criminal child abuse/neglect related experience.

a. At the discretion of the Training Academy, any candidate who is not a Florida Certified Child Protection Professional at the time of hire may be required to successfully complete both the casework and interpersonal skills portions of the Performance Assessment for Field Trainers in the individual's area of expertise (Protective Investigations; Case Management; Licensing) prior to achieving certification as a Child Welfare Trainer.

(b) In order to achieve Child Welfare Trainer certification, within one (1) year of the date of hire as a Child Welfare Trainer, the candidate:

1. Shall successfully complete all Train-the-Trainer course requirements mandated by the Training Academy within specified time frames; *and*

2. Shall be proficient in the use of the SACWIS system of record (FSFN), and be able to demonstrate proficiency in training the FSFN system; *and*

3. Shall successfully complete at least one mandatory observation of his or her classroom training skills by a Certified Academy Training Manager or Master Trainer, utilizing a standardized observation rating tool.

(c) Unless accommodations are made by the employing agency to address an individual's special or other circumstances, each individual in a position requiring certification must be recertified within three (3) years of the date of the most recent certification.

(d) In order to achieve recertification, every Certified Child Welfare Trainer shall:

1. Continue to successfully fulfill the job requirements;
2. Participate in a minimum of 48 hours of professional development (“in-service”) training every three (3) years from the date of his or her most recent trainer certification;
 - a. Same professional development training to be verified and tracked by the employing agency, documented in the SkillNET or other Department-approved tracking system by the individual, and overseen by the Training Academy.
3. Successfully complete at least two (2) mandatory, separate observations of his or her classroom training skills, one by a Certified Academy Training Manager or Master Trainer, and one by a training peer (from the same or different agency), utilizing the standardized observation rating tool;
4. Successfully complete at least one (1) mandatory observation of a training peer (from the same or different agency), utilizing the standardized observation rating tool.
 - a. Although classroom observation shall not require prior authorization from the agency training entity, no more than two (2) individuals shall observe the same class session at any one time, and the observer(s) shall neither disrupt the class nor interact with the trainer(s) or class participants at any time while the class is in session.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

65C-33.013 “Supervising for Excellence” Trainer Certification.

- (1) It is not required that a trainer of the “Supervising for Excellence” curriculum be a Florida Certified Child Welfare Trainer.
- (2) In order to be certified to train the “Supervising for Excellence” curriculum, an individual shall have at least one (1) year of prior child welfare/child protection supervisory experience, and shall have successfully completed the Train-the-Trainer course provided by the Training Academy.

(a) This criteria does not preclude an agency from contracting with a credentialed expert trainer to train some portions of the “Supervising for Excellence” curriculum, provided that a trainer certified by the Training Academy to train “Supervising for Excellence” or other Department-approved curriculum is present at all times during the training.

(3) Every trainer who currently trains the “Supervising for Excellence” curriculum shall become certified by the Training Academy within nine (9) months of the effective date of this Rule, by either the successful completion of the Training Academy’s Train-the-Trainer course, or by meeting the requirements of (5) below.

(4) Any trainer who was issued a Certificate of Completion during the 2006 “Supervising for Excellence” Train-the-Trainer pilot may submit a copy of that certificate to the Training Academy for certification to train the “Supervising for Excellence” curriculum.

(5) Any trainer who has the required prior supervisory experience and who has been certified by an entity other than the Training Academy may request Academy certification to train “Supervising for Excellence,” by submitting to the Academy documented verification of his or her experience and credentials.

(6) The Department may approve other supervisory training curricula, which shall, at a minimum, contain the same elements as those trained in “Supervising for Excellence.”

(a) In order to request approval of other training curricula, said curricula as well as trainer credentials must be submitted to the Department. The trainer shall have been approved to train the substitute curriculum by the entity responsible for the development of the curriculum, and the trainer shall have at least one (1) year of prior child welfare/child protection supervisory experience.

Specific Authority 402.40, 39.0121, F.S. Law Implemented 402.40, F.S. History—New.

