

New Hampshire Children's Behavioral Health Workforce Development Comparative Inventory Matrix

This Comparative Inventory Matrix is prepared as one product of a Feasibility Study exploring the creation of a sustainable workforce development infrastructure for the New Hampshire children's behavioral health workforce. The Feasibility Study, supported by the Endowment for Health, builds upon several years of work by the New Hampshire Children's Behavioral Health Collaborative to plan, develop, and sustain an effective system of care within the state.

In order to determine the feasibility of creating and sustaining a workforce development (WD) infrastructure, the first essential step is to understand the current state of WD within the state. The Comparative Inventory Matrix was researched and completed to provide basic data about various programs currently at work building competencies within various targeted groups within the system of care workforce.

The specific programs represented in this Inventory were identified by the CBH Collaborative's Workforce Development Leadership Group, as were the characteristics to be provided for each program. One category of programs is notably absent in this Inventory: undergraduate, graduate degree, and graduate certificate programs at NH universities and colleges. Information obtained about SNHU programs is presently separately at the end of the inventory; it was readily available for this Inventory as a result of the careful curriculum review undertaken by that institution to evaluate the degree to which the Core Competency Domains (see below) are reflected in its coursework. Obtaining and presenting similar information from other Institutions of Higher Education (IHE) (e.g., Granite State University, Plymouth State University, University of New Hampshire, etc.), beyond the specialized programming included in this Inventory, would have required extensive curricular review beyond the scope of this Study. All state IHE colleges and divisions are encouraged to conduct internal curricular reviews to obtain and present this information for internal and external uses.

For this Inventory, much information about each program was obtained by reviewing the respective web sites which provide program descriptions for recruitment and informational purposes. Clarifications and additional information were obtained through direct correspondence with the individuals listed as contacts. To be clear, the information presented in this Comparative Inventory Matrix has been phrased and presented by the consultant conducting the Feasibility Study, not by the individual programs, and may therefore contain small misinterpretations of the available information. Where possible, each program's own descriptive information has been directly copied into the Inventory.

The Feasibility Study Request for Proposals issued by the Endowment for Health states that this inventory should describe the "functions, staffing, settings, areas of expertise, and revenue streams" for each program. Those items have been translated into the following categories, reflected in each entry within the Matrix that follows: *Program Name; Contact Person; Information Source(s); Type of WD Activities; Workforce Population(s) of Focus; Staffing for WD Activities; Settings for WD Activities; Areas of Expertise/Competency Domains; and Supporting Revenue Streams.*

The category labeled "Areas of Expertise/Competency Domains" requires a brief explanation and a Key to understanding the references in the Matrix. First, the most relevant manner for naming the areas of expertise attached to each program is to align the WD content of each with the Core Competency Domains identified in the "New Hampshire Children's Behavioral Health Core Competencies" document

created by the New Hampshire Children’s Behavioral Health Core Competencies Leadership Team and published in October 2012 by the Institute on Disability at the University of New Hampshire (supported by a grant from the Endowment for Health). The Key immediately following the next paragraph explains the meaning of the Domain numbers found under each entry in the Matrix.

Second, the professionals involved in delivering the various WD activities described in this Inventory own broad, innumerable areas of expertise; the programs themselves cover a range of areas of expertise that extends well beyond the purposes of this Inventory. In addition, the terms of this Feasibility Study did not allow extensive review of the full curricular content for each and every WD program represented here. Therefore, the assignment of areas of expertise, as indicated by Core Competency Domain numbers in the Key below, was accomplished by the consultant while reviewing overview descriptions of the relevant curricular content. It is possible that the full content of each curriculum addresses more, or fewer, than the listed domains; this Inventory reflects the best assessment by the consultant based on the information reviewed.

Key to Core Competency Domains (from New Hampshire Children’s Behavioral Health Core Competencies, by the NH Children’s Behavioral Health Leadership Team, 2012):

1. Family Driven and Youth Guided Practice;
2. Cultural and Linguistic Competence;
3. Childhood Development and Disorders;
4. Screening, Assessment and Referral;
5. Treatment Planning, Interventions and Service Delivery;
6. Systems Knowledge and Collaboration;
7. Quality Improvement, Professionalism and Ethics

Program Name: University of New Hampshire Institute on Disability (IOD)	Contact Person: JoAnne Malloy, Ph.D., Clinical Assistant Professor	Information Source(s): www.iod.unh.edu ; J. Malloy
<p>Types of WD Activities:</p> <ul style="list-style-type: none"> • Interdisciplinary Disability Studies Minor: prepares undergraduate students to work with and support individuals with disabilities and families to become fully engaged in their communities, achieving independence and increasing quality of life. • Graduate Certificate in Assistive Technology: designed to provide practical, hands-on training in the application of assistive technology for individuals of all ages who experience physical, sensory, and/or cognitive impairments that affect participation at home, school, or work. • Graduate Certificate in Autism Spectrum Disorders: prepares graduates to promote evidence-based, high quality, inclusive educational programs for students with ASD. • Early Childhood Special Education Assistive Technology Project: provides professional preparation in special education and assistive technology using an interdisciplinary approach. • Special Education Teacher Certification in Intellectual/Developmental Disabilities: prepares graduates to work in schools as “Inclusion Facilitators” who promote evidence-based, high quality, inclusive educational programs for students with intellectual and other developmental disabilities. • The New Hampshire Leadership Education in Neurodevelopmental Disabilities: improves the health of children/youth with neurodevelopmental disabilities by preparing leaders in the field of maternal and child health. • RENEW: prepares staff to conduct structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges, focused on supporting each youth to design and pursue a plan for the transition from school to adult life. • New Hampshire Leadership Series: enhances the ability of people and families to change laws, persuade schools and businesses to include individuals with disabilities, and educate communities about the importance of welcoming and including every member. • In addition, IOD plays leading and supporting roles in the Children’s Behavioral Health Collaborative Workforce Development network. 		
<p>Workforce Population(s) of Focus:</p> <ul style="list-style-type: none"> • Primary emphasis of programs is for work with persons with neurodevelopmental disabilities; • Strong emphasis on training professionals to work with children/students in interdisciplinary settings; • Leaders in fields related to individuals with disabilities, education, and community development; • Leadership Series also offered for persons with disabilities and family members. 		
<p>Staffing for WD Activities: IOD includes 12 faculty and 45 staff spread across a variety of WD, research, and service projects.</p>		
<p>Settings for WD Activities:</p> <ul style="list-style-type: none"> • 22 courses in classrooms; • Workshops in academic and community settings; • Technical assistance in community settings. 		
<p>Areas of Expertise/Competency Domains: Appears to address competency domains, 1, 2, 3, 4, 5 & 6. (No specific mention of QI/Ethics.)</p>		
<p>Supporting Revenue Streams: Entire IOD budget includes (children’s behavioral health not separated out):</p> <ul style="list-style-type: none"> • 54% direct federal grants; • 15% subcontracts with other federal grantees; • 10% state contracts; • 2% foundation grants; • 19% non-grant revenue. 		

Program Name: University of New Hampshire Center for Professional Excellence in Child Welfare (CPE)	Contact Person: Anne Graham, M.Ed., Director	Information Source(s): http://www.unh.edu/cpe/ ;
<p>Types of WD Activities:</p> <p>CPE fosters excellence in the New Hampshire child protective and juvenile justice workforce by:</p> <ul style="list-style-type: none"> • Providing a comprehensive, outcomes-focused, and competency-based program of staff training, mentoring, and peer support, on-going professional development opportunities and other resources to enhance the capacity of agency staff, supervisors, caregivers, providers, and other stakeholders; • Ensuring all training and professional development activities are accessible and incorporate child welfare best practice research in an ongoing way; • Delivering training and support based on adult learning principles, utilization of innovative learning and networking technologies; and capacity building through train the trainer (TOT) programming; • Integrating and coordinating NH CPE's work with the current training infrastructure, as well as DCYF and stakeholders' needs and requirements; • Embedding needs assessment, program evaluation, and quality improvement processes throughout the entire system; • Ensuring all programs are high quality, as well as cost effective; • Currently in process of integrating child welfare (CPS) and juvenile justice (JJS) training curricula. 		
<p>Workforce Population(s) of Focus:</p> <ul style="list-style-type: none"> • All DCYF Child Protective (CPS) staff (30 hours annually); • All DCYF Juvenile Probation and Parole (JJS) staff (40 hours annually); • All new CPS and JJS staff must complete Core Academy within 6 months of employment. 		
<p>Staffing for WD Activities:</p> <p>CPE utilizes 27 faculty, most of whom have full-time positions outside CPE. Many are employed as administrators or supervisors within NH DCYF, and some work in partner organizations.</p>		
<p>Settings for WD Activities:</p> <p>Office-based classrooms; courses offered almost entirely in Manchester and Concord.</p>		
<p>Areas of Expertise/Competency Domains:</p> <ul style="list-style-type: none"> • CPS (1st 3 mos): Domains 1, 4, & 5; (1st 6 mos): add Domains 2, 3 & 6 • JJS (1st 3 mos): Domains 4 & 5; (1st 6 mos): add Domains 3 & 6 		
<p>Supporting Revenue Streams:</p> <ul style="list-style-type: none"> • Primarily and substantially supported by Federal Title IV-E funds; • Additional support in small amounts from NH general funds, conference registrations, and donations. 		

Program Name: Center for Excellence for Best Practices in Alcohol and Drug Services	Contact Person: Lisa Mure, M.Ed., Senior Consultant	Information Source(s): http://nhchi.org/ ;
<p>Types of WD Activities:</p> <ul style="list-style-type: none"> • Community Health Institute (CHI) hosts the Center for Excellence: CHI provides technical assistance, consulting services, training, and evaluation and research services across a wide range of public health functions. • Project SUCCESS: provides training and professional networking in the Project SUCCESS model for Student Assistance Counselors to provide school-based interventions to reduce risk factors and enhance protective factors. The counselors primarily work with adolescents individually and in small groups; conduct large group prevention/education discussions and programs, train and consult on prevention issues with school staff; coordinate the substance abuse services and policies of the school and refer and follow-up with students and families needing substance abuse treatment or mental health services in the community. • Screening, Brief Intervention and Referral to Treatment (SBIRT): provides training and professional networking for primary clinical care staff implementing SBIRT, a comprehensive, integrated, public health approach to the delivery of intervention and treatment services for persons with substance use disorders, and those who are at risk. This is not exclusively aimed at youth or young adults but can be used with this population. • Prevention Coordinators: training and professional networking for prevention coordinators in the Regional Public Health Networks through which multiple public health initiatives and services are integrated into a common network of community stakeholders within every community in NH. 		
<p>Workforce Population(s) of Focus:</p> <ul style="list-style-type: none"> • Student Assistance Counselors who are placed within school districts to provide school-based interventions; • Primary clinical care staff providing intervention and treatment services for persons with substance use disorders; • Prevention Coordinators within Regional Public Health Networks. 		
<p>Staffing for WD Activities:</p> <p>CHI has multiple staff, with competencies across the public health spectrum, some of whom provide Center for Excellence for Best Practices for Alcohol and Drug Services programs as part of their responsibilities.</p>		
<p>Settings for WD Activities:</p> <ul style="list-style-type: none"> • CHI might utilize conferences, workshops, prerecorded training modules, and webinars. 		
<p>Areas of Expertise/Competency Domains:</p> <ul style="list-style-type: none"> • The Project SUCCESS model is considered a SAMHSA model program or best practice; it can be assumed it is at least partially aligned with SAMHSA's system of care principles. • SBIRT is a SAMHSA model program; it can be assumed it is at least partially aligned with the system if care principles. • It is not possible to assess the Competency Domains addressed with the material available. 		
<p>Supporting Revenue Streams:</p> <ul style="list-style-type: none"> • CHI is supported by multiple Federal and state fund streams through contracts with DHHS and DOE; • School-based Student Assistance Counselors training funded by DHHS Bureau of Drug and Alcohol Services; • Primary care training to implement Screening, Brief Interventions, and Referral to Treatment is funded by the New Hampshire Charitable Foundation; • Prevention coordinators in the Regional Public Health Network system are trained with support funding from the DHHS Bureau of Drug and Alcohol Services. 		

Program Name: Dartmouth Trauma Interventions Research	Contact Person: Kay Jankowski, Ph.D., Associate Director	Information Source(s): http://geiselmed.dartmouth.edu/psych/
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Center (DTIRC)	research/
<p>Types of WD Activities:</p> <ul style="list-style-type: none"> • Mission: “The Dartmouth Trauma Interventions Research Center (DTIRC) is dedicated to developing, disseminating, and evaluating effective treatments for trauma-related disorders, with a special focus on working within state agencies, community mental health systems and other institutions in New Hampshire. Much of DTIRC's work has addressed the needs of children and adults with post-traumatic stress as well as other challenges and comorbid conditions, such as serious mental illness and substance use disorders.” This work is viewed primarily as practice dissemination and system transformation. • Partners for Change: The project aims to improve the social and emotional well-being of children in NH child welfare system through universal screening, assessment, evidence-based treatment, progress monitoring, and psychotropic medication oversight. • NH Adoption Preparation and Preservation: The goal of the project is to create child serving systems in which children to be adopted and already adopted through the state of NH and their families have access to trauma-informed, adoption competent, evidence-based services. • Includes two DTIRC staff embedded in DCYF administrative office to provide technical assistance and grant management. 	
<p>Workforce Population(s) of Focus:</p> <ul style="list-style-type: none"> • Child Protection System staff, including protection, substitute care, and adoption workers; • Juvenile Justice system staff; • NH Community Mental Health Center (CMHC) staff. 	
<p>Staffing for WD Activities:</p> <p>DTIRC utilizes six staff and nine “affiliated” staff, most associated with Dartmouth College and all with substantive professional credentials.</p>	
<p>Settings for WD Activities:</p> <p>Structured events, classroom-based training, and web-based learning courses.</p>	
<p>Areas of Expertise/Competency Domains:</p> <ul style="list-style-type: none"> • With respect to trauma-informed care practices and team-based collaboration, Domains 1, 2, 3, 4, 5, 6 & 7 are addressed. 	
<p>Supporting Revenue Streams:</p> <ul style="list-style-type: none"> • DTIRC activities are entirely grant-funded, including two large grants from the Federal Administration for Children and Families (ACF). 	

Program Name: NH Center for Effective Behavioral Interventions and Supports (NH CEBIS)	Contact Person: Howard Muscott, Ph.D., Project Director	Information Source(s): http://nhcebis.seresc.net/
<p>Types of WD Activities:</p> <ul style="list-style-type: none"> The New Hampshire Center for Effective Behavioral Interventions and Supports (NH CEBIS), a professional development, research and resource center for educators and families, is designed to reduce problem behavior and promote positive social-emotional and behavioral development, developing effective interpersonal and organizational systems and practices and using data effectively within schools and preschools. CEBIS engages schools and other youth-serving organizations in developing strategic systems and practices that promote the behavioral, social-emotional, and academic growth of all children by providing professional development for educators; offering high quality training, support, and resources for people who interact with children; conducting research on the impact of positive behavioral supports; collaborating with other organizations to achieve common purposes; and promoting policies that effectively support the needs of all children. All programs combine Systems (infrastructure for support), Practices (competencies) and Data (to support decision-making). Positive Behavioral Interventions and Supports (PBIS): PBIS is predicated on the belief that schools can be positive, enjoyable places to teach and learn for all students when an appropriate behavioral climate has been created. Establishing such a climate involves working with systems to support teachers, working with teachers to practice effective prevention and response strategies, and working with data to make effective decisions and accurately gauge progress. NH RESPONDS: to improve the effectiveness of in-service and pre-service professional development for educators, particularly in the areas of literacy and positive behavior support. The NH DOE is partnering with UNH Institute on Disability and several institutions of higher education around the state along with NH CEBIS on this initiative. Leadership Academy: a series of workshops and focused consulting frameworks geared specifically around the interactions between adults who support children. Often, barriers, tension and potential misunderstandings arise when adults don't communicate, or communicate ineffectively, across natural system boundaries. These boundaries exist at the individual, team, and organizational level and often influence the extent to which adults can work productively together to support the achievement of children in school. 		
<p>Workforce Population(s) of Focus: Primarily focused on educational settings (schools) and staff working in those settings, with inclusion of supportive programming (i.e., mental health in schools).</p>		
<p>Staffing for WD Activities: Five staff, plus additional contract consultants and facilitators.</p>		
<p>Settings for WD Activities:</p> <ul style="list-style-type: none"> Training days, workshops and fee-for-service opportunities for ongoing professional development. Some are centralized trainings, offered in conjunction with regular onsite consulting, that are designed for schools that are in an existing PBIS cohort. Others are open workshops designed for educators and administrators from any school or preschool, depending on the topic. 		
<p>Areas of Expertise/Competency Domains: Focus on PBIS and Wraparound suggests competencies in domains 1, 2, 3, 4, 5, 6 & 7. Specific materials not reviewed to confirm competencies.</p>		
<p>Supporting Revenue Streams:</p> <ul style="list-style-type: none"> Special Education grants from NH DOE and U.S. DOE; Federal Safe and Drug Free Schools grants; Contracts from additional clients. 		

Program Name: Granite State College Education & Training	Contact Person: Suzanne Moberly, Project Director	Information Source(s): http://etp.granite.edu/
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Partnership		
Types of WD Activities:		
<ul style="list-style-type: none"> • Caregiver Ongoing Training (COT): enhance the quality of care for children living outside of their own homes and provide the skills and mutual support necessary to address the daily issues that confront substitute caregivers. It is the mission of the Education and Training Partnership to help children and strengthen families through well-trained and supported caregivers. • Relatively Speaking: designed to further the understanding of the relative caregiver's role in the child's life. The training also seeks to enhance skills to strengthen and manage relationships with all involved. • Foster and Adoptive Care Essentials (FACES): offered to those interested in providing foster/adoptive/relative care. It consists of 21 hours of classroom training, comprised of seven three-hour classes. • Residential Counselor Core Training (RCCT): offered to residential counselors in preparation for their work with children and youth in care at any eligible New Hampshire residential facility. RCCT is a 30-hour competency-based training series consisting of five modules - each six hours in length. It provides generalized training that addresses the basic knowledge, skills, and abilities essential to the position of residential counselor. Participants are introduced to the spectrum of out-of-home care options, the basic principles of child growth and development, abuse and neglect, and the need for cultural competence in working with children and families. Course content also focuses on the influence of trauma on youth while addressing the variety of roles and responsibilities residential care providers may assume as counselors. 		
Workforce Population(s) of Focus:		
<ul style="list-style-type: none"> • Primarily aimed at substitute caregivers: foster parents, emergency foster care, childcare staff, and relative caregivers of children in care; • Specialized caregivers, and DCYF & DJJS staff (including residential facilities). 		
Staffing for WD Activities:		
Seven staff are identified as involved with one or more of these programs.		
Settings for WD Activities:		
Workshops, classroom training, and on-line curricula are utilized.		
Areas of Expertise/Competency Domains:		
Review of course descriptions indicates Domains 1, 2, 3, 4, 5, 6 & 7 are addressed.		
Supporting Revenue Streams:		
All courses listed are entirely funded through Federal Title IV-E funds awarded through NH DHHS.		

Program Name: Institute of Professional Practice, New Hampshire	Contact Person: Timothy Sullivan, M.Ed., NH State Director	Information Source(s): http://www.ippi.org/new-hampshire/
<p>Types of WD Activities:</p> <ul style="list-style-type: none"> • Parent-2-Child Program: helps children up to 3 years old who have an Autism Spectrum Disorder (ASD); • School-Based Services by Clinical Outreach Dept: to help students aged 3-21 experiencing behavioral challenges; • Outreach Services to Children and Their Families: utilizes Applied Behavioral Analysis (ABA) to address behavioral needs of children experiencing autism; • Enhanced Family Care: Providers carefully matched with children, based on needs, interests, preferences and goals; • Community-Based Transition Programs for Teens and Young Adults: helping students age 18-21 and facing developmental challenges learn what they need in order to continue to grow; • Behavioral Consultation and Training for Professionals and Parents: further knowledge to increase effectiveness of professionals and for parents to become more skilled at serving their children. 		
<p>Workforce Population(s) of Focus: Primary focus is staff and families working with life-range of persons with developmental disabilities.</p>		
<p>Staffing for WD Activities: Seven staff are listed as serving across the IPPI programs</p>		
<p>Settings for WD Activities: Classroom-style and onsite, individualized programming is offered.</p>		
<p>Areas of Expertise/Competency Domains: With respect to the population of focus, it appears that Domains 1, 2, 3, 4, 5, 6 & 7 are addressed.</p>		
<p>Supporting Revenue Streams: Unknown</p>		

Program Name: NAMI New Hampshire	Contact Person: Ken Norton, Executive Director	Information Source(s): www.naminh.org/
Types of WD Activities: (selected programs related to children and adolescents with SED/Mental Illness)		
<ul style="list-style-type: none"> • Family to Family and Parents Meeting the Challenge: two programs for family members of persons with a mental illness, including children with an SED; • Connect Suicide Prevention: customized training to enhance skills in prevention, intervention, and postvention (promoting healing and reducing risk after a suicide) of suicide; available to range of audiences who may encounter issues related to suicide; • Responding to Juveniles with Serious Emotional Disorders/Mental Illness: training in the use of best practices to safely and effectively resolve emotional crises and volatile situations involving juveniles with serious emotional and behavioral disorders; • Children and Adolescents: Serious Emotional Disorders and School: trains school personnel/educators about SED, signs and symptoms in the classroom, and how to intervene to help the child manage the symptoms and behaviors that impede their participation in the learning process; • New Hampshire's Child & Adolescent Mental Health System: trains participants about the mental health, education, child protection, and juvenile justice systems and how to navigate those systems to get services and supports for children and adolescents so they get good outcomes; • Numerous additional programs that may include information useful for work with children. 		
Workforce Population(s) of Focus:		
<ul style="list-style-type: none"> • Training programs for: educators and school personnel; • juvenile justice and law enforcement personnel; • professionals and paraprofessionals serving in any systems; • family members/parents of youth with SED 		
Staffing for WD Activities:		
<ul style="list-style-type: none"> • Seven staff providing education and/or community support across multiple programs (not just children and their families); • Two staff coordinating or managing education and training activities. 		
Settings for WD Activities:		
<ul style="list-style-type: none"> • Primarily offered in workshop format in varying lengths to meet the customer's needs; • Numerous webinar options covering a variety of specific topics. 		
Areas of Expertise/Competency Domains:		
Across programs detailed above, clear inclusion of Competency Domains 1, 3, 4, 5, 6 & 7 . Also, Domain 2 (Cultural and Linguistic Competency) is addressed with respect to the culture surrounding mental illness.		
Supporting Revenue Streams:		
<ul style="list-style-type: none"> • Endowment for Health and NH Charitable Foundation provided general operating support; • NH DHHS and SAMHSA provide support for family support and suicide prevention programming; • Additional philanthropies, NIMH, and NAMI National support various programs. 		

The information presented below describes graduate degree and certificate programs offered by Southern New Hampshire University (SNHU) and is presented as an example of how information about all of New Hampshire's Institutions of Higher Education might be presented in the future. This information was readily available as the result of a curricular review undertaken by SNHU. Offering this information is not an endorsement of these particular programs nor a rejection of similar programs in other institutions – presenting similar information for other universities and colleges would require extensive curricular review beyond the scope of this Feasibility Study.

Program Name: SNHU Graduate Programs in Community Mental	Contact Person: Annamarie T. Cioffari, Ph.D., Director	Information Source(s): www.snhu.edu/pcmh ; written
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Health and Mental Health Counseling (PCMH)		materials; A.T. Cioffari
<p>Types of WD Activities:</p> <ul style="list-style-type: none"> • Masters of Science a) in Community Mental Health, and b) in Mental Health Counseling; (in NH, generally 60-80 students at any time, in 3-4 cohorts) • Graduate level Certificate in Community Mental Health; • Individualized professional development and Continuing Education Credits; • A specialization in providing services for children, youth, and families is offered. 		
<p>Workforce Population(s) of Focus:</p> <ul style="list-style-type: none"> • Students preparing for licensure as professional or clinical MH counselor; • Students preparing for certification as a substance abuse counselor; • Staff working in any/all system of care partners who desire advanced education; • Consumers in recovery and family members. 		
<p>Staffing for WD Activities:</p> <ul style="list-style-type: none"> • 6.5 FTE administrative positions (budget, curriculum development, faculty recruitment and support, student marketing and recruitment, etc.); • 2.5 FTE of these are administrative assistants; • Faculty are all contracted; vary across sites and times. 		
<p>Settings for WD Activities:</p> <ul style="list-style-type: none"> • Sites spread physically across country, including Manchester NH, Burlington VT, & Brunswick ME; • Students are formed into cohorts who move through coursework together sequentially. 		
<p>Areas of Expertise/Competency Domains:</p> <ul style="list-style-type: none"> • Program literature notes: strengths-based, family-centered work; individualized service planning; home-based services; parents as partners; cultural competence; issues of early childhood through transition age youth; evidence-based treatment models; and service systems that are integrated and trauma informed. • Appears to address Competency Domains 1, 2, 3, 4, 5, 6, & 7 		
<p>Supporting Revenue Streams:</p> <ul style="list-style-type: none"> • Each student pays a standard tuition payment (currently \$526) per credit hour; • SNHU assists students in seeking Federal tuition aid. 		