

# NEBRASKA

Good Life. Great Mission.

DEPT. OF HEALTH AND HUMAN SERVICES



Jim Pillen, Governor

## TRAINING PLAN 2025-2029

Nebraska Department of Health and Human Services  
Division of Children and Family Services

*Helping People Live Better Lives*

The training plan for the 2025-2029 CFSP must include the information below:

- A description of the initial in-service training program for new or reassigned employees that includes a description of the content and scope of the classroom and work experience components of the training, as well as the duration of the initial in-service training period and the specific supports provided during this period.
- For all types of training (e.g., training for individuals preparing for employment, initial in-service training, ongoing in-service training, foster/adoptive/guardianship provider training, and the additional categories of short-term training authorized in section 474(a)(3)(B) of the Act) include the following information in the training plan:
  - a brief, one-paragraph syllabus of the training activity;
  - indication of the specifically allowable title IV-E administrative functions the training activity addresses;
  - indication of the setting/venue for the training activity;
  - indication of the duration category of the training activity (i.e., short-term, long-term, part-time, full-time);
  - indication of the proposed provider of the training activity;
  - specification of the approximate number of days/hours of the training activity;
  - indication of the audience to receive the training (see discussion above expanding the list of eligible trainees);
  - description of estimated total cost; and
  - cost allocation methodology.

## **Introduction to the Training Plan**

Training supports keeping children safe and healthy and having strong permanent family connections. Children and Family Services (CFS) Protection and Safety operates a Training and Professional Development Unit that supports the goals and objectives of the Children and Family Services Plan (CFSP), including:

- Initial In-Service (New Worker Training)
- Ongoing In-Service Training
- Supervisor Training
- Legal and Judicial Training
- Foster Parent Training

CFS leads Protection and Safety Training and collaborates with the University of Nebraska–Lincoln’s Center for Children, Families, and the Law (UNL-CCFL). It also obtains feedback and recommendations from other stakeholders to ensure a coordinated effort to analyze training needs, communicate strategies, and evaluate training effectiveness.

The New Worker Training (NWT) curriculum is designed for staff who provide case management for children and families. CFS, in partnership with UNL-CCFL, designs, develops, delivers, and evaluates the initial training. CFS is making great strides to modify training and plans to bring training in-house within the next year to provide an enhanced experiential training model. These modifications will be supported through the creation of the CFS Learning and Development Team. This team will own designing, developing, delivering, and evaluating training. CFS is currently hiring for positions and working closely with UNL-CCFL on the transition.

Ongoing In-Service Training is provided in partnership with other agencies with expertise in training or entities with professional expertise in topics related to child welfare. All CFS Case Managers, Supervisors, and Administrators are required to complete 24 hours of in-service training each year. Training opportunities are made available in many areas, covering a variety of topics to support the outcome of having a well-qualified and trained workforce.

Supervisor Training specific to child protective services is an area of need for CFS. CFS will continue to work at addressing this need.

For quality and consistency, CFS Protection and Safety training is continually evaluated and enhanced based upon changes to policy and procedure, new legislation, stakeholder recommendations, feedback from trainees and the field, research, and best practices.

## **New Worker Training**

Nebraska’s initial in-service program, NWT, provides a comprehensive training program for CFS Case Manager Trainees. NWT is a 14-week blended-learning model that combines distance learning and field training with instructor-led training focusing on application through role-play and simulation. NWT is provided by the University of Nebraska Center on Children, Families, and the Law (CCFL). *See Attachments NWT Course Outline, NWT Course Description, and NWT Overview.*

CFS and CCFL continue to have consistent communication to ensure NWT is running smoothly to support the training plan, support trainees, and address updates or modifications timely. This is accomplished through monthly meetings involving quality assurance, quarterly leadership meetings, and communication as topics arise.

All newly hired Case Managers must attend and complete NWT before assuming full case management duties. CFS aims to have newly hired trainees in the office two weeks before the training start date to allow shadowing opportunities. CFS works with the contractor to ensure a new training session starts every month.

During local office learning weeks, trainees acquire new knowledge and skills by completing self-paced online learning activities, participating in webinars, completing field tasks outlined in the Service Area Learning Team (SALT) binder, and participating in field shadowing or observation opportunities supported by the Field Training Specialists (FTS). Classroom weeks (in person or webinar) are instructor-led training focusing on application, role play, and simulated experiences that allow trainees to apply what is learned in the previous learning weeks. *See Attachment Training Aids and Resources.*

This blended learning model supports ongoing communication between the classroom and the field. Under FTS guidance, trainees complete online self-paced assignments and field activities in their local offices and then meet with classroom trainers on-site or online for additional learning and opportunities to practice their skills in various simulation spaces.

Once NWT is complete, Case Manager Trainees are assigned to work with four families. The Supervisors assess the Case Manager Trainee's work with families and the additional duties assigned to assist colleagues. The Supervisor utilizes the Competency Development Tool (CDT) between weeks 16 and 20 to assess the Case Manager Trainee's knowledge, skills, and abilities in conducting the work. Upon completing the CDT, the Case Manager Trainee may be promoted to Case Manager on original Probation. After promotion to Case Manager, the caseload gradually increases.

CFS utilizes a training waiver process for employees returning to CFS or those with case management experience from another child welfare entity. The SALT compares the learning objectives from the trainee's prior training to the current learning objectives. A unit may be waived if the learning objectives are the same or similar.

To accommodate NWT training for tribal workers, CFS and CCFL have worked with each tribe to adjust tribal training requirements. For example, training on court systems (legal training and testifying) was removed as a requirement from the tribal trainee syllabus, as the tribes have a separate judicial system that requires specialized training from their tribe. Due to assigned case management duties during NWT, the tribal staff completion timeline was extended to 6 months. A designated FTS was hired in the Fall of 2023 to assist tribal workers with resolving the barriers to completing NWT. *See Attachment NWT Course Outline – Tribal.*

### Plans for Training Modification

Based on feedback gathered through focus groups, training evaluation, and targeted CFS statewide planning efforts, modifications have been requested that would decrease the amount of curriculum-based training and increase experiential training. This will be implemented with the new CFS training program.

#### GOAL:

To reduce training time and increase in-field training, coaching, and mentoring opportunities, training will be organized in the following way:

1. All trainees will receive the same CORE Training that provides an overview of DHHS and the case management process.
  - CORE Training consists of universal concepts that all Case Managers will have a basic understanding of.
  - This training will be delivered in a condensed block of 1.5 weeks to deliver identified content adequately.
  - Current units will be reviewed to streamline content that reflects a global understanding of the identified content.
2. Trainees will receive additional training based on their assigned duties (Role-Specific Training).
  - Three tracks have been created to ensure trainees receive the appropriate training for their assigned duties; length varies based on track, but will be no more than 4 weeks.
  - Current units will be reviewed to streamline content that reflects minimum skills to complete tasks required to assess families for safety, identify strengths and needs, and deliver appropriate services to promote movement toward case closure.
3. Trainees will continue to receive training throughout the first year of employment.
  - This content is not required to begin independent case management; however, it will enhance skills developed in CORE and Role Specific Training
  - Training units are prioritized based on the frequency with which the topic will likely appear in case management.
  - These trainings will primarily be self-paced to ensure scheduling flexibility.
  - Training units will be offered at a frequency that allows staff to attend required units in their first year of employment.

The aforementioned training modifications will ensure trainees have basic skills before engaging in opportunities to practice case management with support, also known as Field Experience. This hands-on approach to learning will increase retention and trainee confidence. Trainees will be assigned cases to co-manage with another worker. After a period of co-managing (minimum of two weeks), trainees will be assigned their initial four cases.

Trainees must complete CORE training, Role-Specific Training, and Field Experience and pass the Competency Development Tool before completing case management duties without direct supervision in the field. Once all CORE and role-specific training are completed, trainees will be promoted to Case Manager.

## **Evaluations**

Training is continually evaluated for quality and consistency. Data is used to develop strategies and improve transfer of learning to ensure a well-trained and qualified workforce. Below are examples of the evaluations completed.

### Unit Evaluations

To provide feedback about individual NWT and In-Service Training units, trainees provide ratings to indicate their level of agreement with statements about overall satisfaction, acquisition of new knowledge and skills, effectiveness of the trainer, and effectiveness of the training materials and processes. Open-ended responses are requested regarding the most and least helpful and any additional comments or suggestions.

### Post-Training Evaluations for New Worker Training

To provide broader feedback about field training or training in general, trainees complete surveys at the end of training, and 90 and 180 days after the end of training. Trainees provide ratings to indicate their level of agreement with statements about various factors, including the learning management system, distance learning, in-person training, training resources, field training, and field support. Quarterly surveys are sent to supervisors with one or more workers in training that quarter to share their perspectives on similar factors. After receiving feedback from the Connect-Achieve-Reflect-Empower (CARE) Team, CFS began internal surveys that are completed at 6 and 12 months from the start of training, to get feedback on a trainee's overall experience in the first year.

### Trainee Knowledge and Skills Assessments

A variety of knowledge and skills assessments have been implemented in each training model. Informal knowledge and skill evaluation occurs routinely in all training units. All self-paced training units include one or more learning checks or scored activities. Some face-to-face units include scored knowledge or skills assessments. All assessment information is stored in the online classroom, which can be accessed by trainers, FTSs, and supervisors.

### Competency Development Tool

The CDT is a performance evaluation and probationary planning instrument that assesses if a CFS trainee demonstrates minimum competency to perform CFS duties. Successful CDT passage must be accomplished before the Case Manager on probation advances to a Case Manager. To perform case management duties independently, a CFS trainee must pass the CDTs successfully.

### Monitoring Attitude and Behavior

When trainers observe CFS trainees engaging in disruptive or disrespectful behavior or exhibiting exceptional abilities, they share their observations with the trainee's FTS as soon as possible by phone or email. The trainer also completes an Attitude and Behavior feedback form, which is sent to the FTS and CFS. Additional measures, such as monthly service area calls, have been taken to ensure direct communication between training and the field.

### Bi-Directional Communication

Stakeholders such as the Office of Inspector General (OIG), Foster Care Review Office, Commission for the Protection of Children, and Citizen Review Panels recommend various trainings in an effort to improve case management services provided to children and families. These recommendations are reviewed and often incorporated into NWT and In-Services training for experienced CFS staff. UNL-CCFL additionally participates on several committees or teams throughout the state. UNL-CCFL works alongside CFS on several internal work groups, but also in external groups and committees.

### **CARE Team**

CFS plans to continue the CARE Team as a monthly meeting for new hires across the state while they participate in NWT. In addition to these formal meetings, each CARE Team has a Webex space to share questions, concerns, and feedback and build connections. The Development and Resiliency Team facilitates the CARE Team in building employee resiliency through connection and obtaining feedback on NWT and onboarding, with a general focus on well-being through mindfulness. Feedback is shared with CCFL and the SAAs.

### **Ongoing In-Service Training**

After completion of the Initial NWT, CFS staff are given ongoing training opportunities in the form of Noontime Knowledge, Learning Labs, Monthly SOP Training, and various self-paced online training. (*See Ongoing Training Description Attachment*) The Development and Resiliency team generally facilitates the training with assistance from the Program Specialist team as needed for specialized topics (Learning Labs).

Training needs are determined through requests from CFS Administrators and staff, policy or process changes, feedback from training evaluations, and Stakeholder recommendations.

Staff have opportunities throughout the year to achieve the required 24 hours of annual training. The hours of training activity vary due to the variety of ongoing training options available; however, training opportunities are generally 15-minute to 4-hour sessions.

### **IV-E MSW and BSW Title IV-E Education Stipends**

CFS currently awards MSW and BSW Title IV-E Education Stipends to students participating in an accredited Social Work Program. CFS uses this opportunity to attract future employees who are passionate about social work and already have foundational principles of social work through their education.

### **Practicums**

CFS continues to provide practicums to those wishing to pursue a career in Social Work. These practicums allow students to have experience within the child welfare system and can be a source of candidates for potential new CFS trainees. Currently, CFS primarily provides practicums on a paid basis. Connections to the practicum are rooted in the students' desire to work with CFS or through connections CFS staff have with local colleges. As a result, the practicum program is very informal in recruiting students. However, this is one area that CFS would like to expand on in the years to come.

## **Legal and Judicial Training**

### Children's Justice Attorney Program

DHHS is in preliminary planning stages to provide Title IV-E funding for allowable training expenses with the Children's Justice Attorney Program. The unique design of the Children's Justice Attorney Education (CJAE) program is intended to help attorneys become better advocates and thus, create better outcomes for the children and families they serve. Over eight months, CJAE Fellows participate in extensive training, expert case consultation and reflective practice exercises that allow them to develop a deep understanding of the complex social and family dynamics often present in juvenile court cases.

The shortage of attorneys practicing in juvenile court is most prevalent in the rural communities. The long-term effect of the CJAE is recruiting and retaining high-quality attorneys for rural Nebraska.

The Program Components include:

- Four in-person workshops
- Monthly Multidisciplinary Team
- Bi-weekly Reflective Practice
- \$5,000 stipend

Workshop Themes include:

- Child Welfare Law Informed and Compassionate Advocacy
- Courtroom Advocacy and Preparation
- Understanding Needs and Advocating for Older Youth
- Understanding and Navigating Permanency in Child Welfare

Since the program began in 2021, the CJAE has trained attorneys who now work in 55 of Nebraska's 93 counties, where 44 of those counties have fewer than 50 attorneys. CJAE Fellows also have reported an increase in their juvenile court caseload, working 10 more hours a week on juvenile cases than prior to the CJAE experience.

Initial planning between DHHS and the CJAE is to create an additional cohort, which would then enhance juvenile court representation in rural Nebraska. This legal training will be reimbursed through the administrative cost allocation process at 75%.

Safe and Together Model Training - DHHS is in the initial stages of collaborating with the Court Improvement Project to offer Safe and Together Model training to assist legal, judicial, DHHS staff and external stakeholders who work with youth in care whose families are experiencing issues with Domestic Violence. The Safe and Together Model is designed to help child and family serving systems become domestic violence informed. The model helps improve competencies and cross-system collaboration related to the intersection of domestic violence and child maltreatment. The goal of this training is to offer a child-centered model to a multi-disciplined approach toward keeping families safe and together. The model provides a

framework for partnering with domestic violence survivors and intervening with domestic violence perpetrators in order to enhance the safety and well-being of children. The plan is to offer this in areas of Nebraska that have a high rate of children entering care due to domestic violence related issues.

This training will be reimbursed through the administrative cost allocation process at 75%. *See Section I, Collaboration*, for additional training in partnership with CIP.

### **Foster Parent Training**

Trauma-Informed Partnering for Safety and Permanency – Model Approach to Partnerships in Parenting (TIPS-MAPP) and Deciding Together are the CFS-approved pre-service training for foster parents. CFS is exploring modifications to the MAPP Foundations model for use as another option. These trainings are virtual or in person, and this flexibility has aided foster parents in completing the pre-service training requirements to become licensed foster parents. Research on other pre-service training models is in progress and will be assessed to determine if a new or additional model will be offered for foster parent pre-service training.

CFS provides foster and adoptive parents access to ongoing training opportunities that address the individualized needs of children or youth in their care and partners with multiple entities that offer convenient online training courses with relevant topics that are expert-based and trauma-informed. CFS offers Relative foster parents online training to assist those caring for a family member. Nebraska Regulations 391 NAC 8 requires all licensed homes to complete 12 hours annually to renew licensure. All Foster Care training provided by agencies will be reimbursed through the administrative cost allocation process at 75%.

All foster parents receive training for:

- Reasonable Prudent Parent Standard;
- Human Trafficking;
- Sexual Abuse Prevention;
- Suicide Prevention; and,
- Car Seat Safety.

### **Adoption Training Requirements**

Nebraska Regulations 391 NAC 8 states that foster parents must complete 16 core hours of training within 90 days of the placement of children for adoption. Training may be provided by reading, face-to-face, or web-based format.

CORE Training requirements must include:

- Attachment and bonding issues;
- Loss and grief issues, as applicable for all parties to the adoption;
- Adoption as a lifelong issue as it pertains to all parties to the adoption;
- Key concepts of child growth and development;
- Boundary setting and discipline;
- Parenting a child of different cultural or racial background infancy through adulthood, if applicable;

- Disclosure issues including the accuracy of family history information regarding the child and birth parents' families and discussion with the child and sharing information with others;
- Adoption laws and procedures, including termination of parental rights;
- Ongoing contact and communication of a child and adoptive family with biological family and significant individuals, if applicable;
- Possible current and future use of community resources, including help with parenting techniques;
- Medical and health issues including, but not limited to, shaken baby syndrome, parental substance abuse, relevant environmental issues, and genetic risk factors, if applicable;
- Expectations of adoption and adoptive process; and,
- Supervision appropriate to the age of the child.

CFS will continue to partner with the Division of Public Health for the required Adoption Training for our Foster Families.

# DCFS | Child Protection and Safety New Worker Training Outline

*CP&S New Worker Training was developed with a focus on eight key content areas with twenty-three course sequences. All courses are built upon each other with instructional approaches that best train the content.*



## CORE TRAINING

	Course Title	Code	Synchronous Hours   Method		Asynchronous Hours   Method	
1	Child Protection and Safety: Introduction	APST1			4	Self-Paced Online
2	Maltreatment 1: Introduction	BMLT1			1	Self-Paced Online
3	Maltreatment 2: Identification	BMLT2	3	Webinar		
4	Trauma 1: Introduction	BTRM1			2	Self-Paced Online
5	Trauma 2: Secondary Trauma <i>(Prerequisite: BTRM1)</i>	ATRM2			2	Self-Paced Online
6	Interviewing 1: Introduction	AINV1			3	Self-Paced Online
7	Interviewing 2: Application <i>(Prerequisite: AINV1)</i>	AINV2	6	Webinar & Experiential		
8	Worker Safety 1: Introduction	AWKS1			1	Self-Paced Online
9	Initial Assessment 1: Introduction	AINA1			4	Webinar
10	Alternative Response 1: Introduction	AALT1			2	Self-Paced Online
11	Ongoing 1: Introduction	AONG1			4	Self-Paced Online
12	SOP 1: Introduction to Safety Organized Practice	ASOPH			1.5	Workday
13	Substance Use 1: Introduction	BSUB1			1.5	Self-Paced Online
14	Domestic Violence 1: Introduction	BDMV1	2	Webinar		
15	Juvenile Court Process 1: Introduction	AJCP1	1	Webinar		
16	ICWA 1: Case Management for Indigenous Children	AICW1	3	Webinar		
<b>Core Training Total Hours: 41</b>			<b>15</b>		<b>26</b>	

## INITIAL TRAINING

	Course Title	Code	Synchronous Hours   Method		Asynchronous Hours   Method	
17	Gathering and Documenting Information	AGDI1			5	Self-Paced Online
18	Trauma 3: Application <i>(Prereq: BTRM1)</i>	CTRM3	4	In-Person & Experiential		
19	Worker Safety 2: Initial Family Contact <i>(Prereq: AWKS1 and AINA1)</i>	CWKS2	4.5	In-Person & Experiential		
20	Interviewing 3: Advanced Application <i>(Prereq: AWKS1, AGDI1, AINV1, AINV2, and CWKS2)</i>	CINV3	7	In-Person & Experiential		
21	IA 2: Safety Assessment <i>(Prereq: AINA1, AINV2, CWKS2, CINV3)</i>	CINA2	9	In-Person & Experiential		
			13.5	Documentation		
22	Juvenile Court Process 2: Protective Custody <i>(Prereq: AJCP1, CWKS2, CINV3, CINA2)</i>	DJCP2	3	Webinar		
23	IA 3: Risk Assessment <i>(Prereq: CWKS2, CINV3, CINA2, DJCP2)</i>	CINA3	3.5	Webinar & Documentation		
24	IA 4: Daily Care Decisions	CINA4			3	Self-Paced Online
25	Trauma 4: Review <i>(Prereq: AJCP1, CTRM3)</i>	CTRM4			2	Self-Paced Online
26	Juvenile Court Process 3: Initial Hearings <i>(Prereq: AJCP1, DJCP2)</i>	DJCP3	3	Webinar		
27	Juvenile Court Process 4: Application – Writing an Affidavit <i>(Prereq: AJCP1, CINA2, CINA3, DJCP2, DJCP3)</i>	DJCP4	1	Webinar	2	Self-Paced Online
28	Testifying 1: Introduction - Techniques	DTFY1	3	Webinar		
29	Testifying 2: Application - Protective Custody Hearing Preparation <i>(Prereq: AJCP1, CINA2, CINA3, DJCP2, DJCP3, DJCP4, DTFY1)</i>	DTFY2	3	Webinar		
30	Testifying 3: Advanced Application - Protective Custody Hearing <i>(Prereq: DJCP3, DJCP4, DTFY1, DTFY2)</i>	DTFY3	7	Webinar & Experiential		
31	Child Safety: Car Seats	GCSF1	3	In-Person in SA		
32	Engaging Families 1: Introduction for IA	CENF1			1.5	Self-Paced Online
33	Maltreatment 3: Critical Thinking <i>(Prereq: BMLT1, BMLT2)</i>	CMLT3	2	Webinar		
34	Engaging Families 2: Application for IA <i>(Prereq: CEF1)</i>	CENF2	4	In-Person & Experiential		
35	Engaging Families 3: Documentation for IA <i>(Prereq: CENF1, CENF2, CINA3)</i>	CENF3			5	Self-Paced Online
36	IA 5: Out of Home Assessment <i>(Prereq: CINA2, CINA3)</i>	CINA5	3	Webinar & Documentation		
37	SOP 2: Application <i>(Prereq: ASOPH)</i>	CSOP2	7	Webinar		
38	Alternative Response 2: Case Management <i>(Prereq: AALT1)</i>	CALT2	7	Webinar		
39	Intake 1: Introduction – Hotline	CINT1			1	Self-Paced Online
40	Services 1: DHHS CP&S FFPSA [Family First Prevention and Services Act Overview]	CSRVH			.5	Workday
41	Time Management: Application	GTMG1			3	Self-Paced Online
<b>Initial Training Total Hours: 110.5</b>			<b>87.5</b>		<b>23</b>	

## ONGOING TRAINING

	Course Title	Code	Synchronous Hours   Method		Asynchronous Hours   Method	
42	Services 2: Foundations of Medicaid and Behavioral Health	ESRV2			1	Self-Paced Online
43	Services 3: Identifying and Referring <i>(Prereq: ESRV2)</i>	ESRV3	7	Webinar & Documentation		
44	Ongoing 2: Engaging, Assessing, and Planning <i>(Prereq: AONG1)</i>	EONG2	10	In-Person & Experiential		
			7	Webinar & Documentation		
45	Ongoing 3: Informed Consent - Psychotropic Medications	EONG3			3	Self-Paced Online
46	Ongoing 4: Introduction - Court Report <i>(Prereq: EONG3)</i>	EONG4	4.5	Webinar		
47	Ongoing 5: Application – Court Report <i>(Prereq: EONG4)</i>	EONG5			8	Self-Paced Online
48	Juvenile Court Process 5: Disposition and Review Hearings <i>(Prereq: AJCP1, CINA3, CINA4, DJCP2, DJCP3, DJCP4, DTFY1, DTFY2, DTFY3)</i>	FJCP5	3	Webinar		
49	Testifying 4: Application - Disposition Hearing Preparation <i>(Prereq: AJCP1, CINA3, CINA4, DJCP2, DJCP3, DJCP4, DTFY1, DTFY2, DTFY3)</i>	FTFY4	2.5	Webinar		
50	Testifying 5: Advanced Application-Disposition Hearing <i>(Prereq: AJCP1, CINA3, CINA4, DJCP2, DJCP3, DJCP4, DTFY1, DTFY2, DTFY3, FJCP5, FTFY4)</i>	FTFY5	7	Webinar & Experiential		
51	Ongoing 6: Application - Case Closure	EONG6	4	Documentation & Webinar		
52	Engaging Families 4: Application for ONG <i>(Prereq: CENF1)</i>	EENF4	3	In-Person & Experiential		
53	Engaging Families 5: Documentation for ONG <i>(Prereq: CENF1, EENF4)</i>	EENF5			2	Self-Paced Online
54	Domestic Violence 2: Application <i>(Prereq: BDMV1)</i>	GDMV2			1.5	Self-Paced Online
55	Domestic Violence 3: Advanced Application <i>(Prereq: BDMV1, GDMV2)</i>	GDMV3	10	In-Person & Experiential		
56	Substance Use 2: Application <i>(Prereq: BSUB1)</i>	GSUB2	10	In-Person & Experiential		
57	Juvenile Court Process 6: Termination of Parental Rights	FJCP6	3	Webinar		
58	Juvenile Court Process 7: Adoption and Guardianship	FJCP7	3	Webinar		
59	Ongoing 7: Records Management at Case Closure <i>(Prereq: completion of Series C &amp; Series E)</i>	EONG7			2	Self-Paced Online
60	ICWA 2: Application <i>(Prerequisite: AICW1)</i>	FICW2	4	Webinar & Documentation		
61	Independent Living 1: Introduction	HIDL1			2	Self-Paced Online
62	Services 4: Disability Services	GSRV4			2	Self-Paced Online

63	Educational Involvement: Schools and Special Education	GEDI1			2	Self-Paced Online
64	Independent Living 2: Missing and Trafficked Youth	HIDL2	3.5	Webinar		
65	Independent Living 3: DHHS CP&S PAVE (Providing Avenues for Victim Empowerment)	HIDLH			1	Workday
66	Independent Living 4: Transitioning Youth (Prereq: HIDL1)	HIDL4	8	Webinar, Experiential, & Documentation		
<b>Ongoing Training Total Hours: 114</b>			<b>89.5</b>		<b>24.5</b>	
<b>SPECIALIZATIONS</b>						
	<b>Course Title</b>	<b>Code</b>	<b>Synchronous Hours   Method</b>		<b>Asynchronous Hours   Method</b>	
67	Intake 2: Specialization	HINT2	9	In-Person		
68	Adoption: Specialization	HADP1	6	Webinar		
<b>Specializations Training Total Hours: 15</b>			<b>15</b>			
<b>TOTAL TRAINING HOURS: 280.5</b>			<b>207</b>		<b>73.5</b>	

## 2024 CCFL NWT Course Descriptions

	A	B	C	D	E	F	G	H	I	J
	Course Code	Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivery Hours	Venue	Trainer(s) Leads(s)	Duration
1	ALOPS	APST1	Child Protection and Safety: Introduction	Trainees learn introductory information about the Child and Family Services Specialist's job. Topics include: the Department of Health and Human Services' mission and vision, the CFS Specialist's major roles and responsibilities, why the Department intervenes in families' lives, children and families served, coping with seeing abuse and neglect, the major steps of the case management process, Structured Decision Making, and Safety Organized Practice	Child abuse and neglect, communication skills, social work practices	75%	4	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
2	ALOM4 & ALOM1 & ALOM2	BMLT1	Maltreatment 1: Introduction	Trainees learn fundamental concepts related to child and youth development, attachment, and maltreatment. Topics include: developmental milestones, parenting tips for different age stages, parent-child attachment and its role in development, types of attachment and attachment disorders, attachment and bonding assessments, risk and protective factors for maltreatment, red flags for maltreatment, the association between developmental and behavioral challenges and maltreatment and well-being, and the effects of maltreatment.	Child abuse and neglect issues, social work practice	75%	1	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
3		BMLT2	Maltreatment 2: Identification	Trainees learn important concepts and practices related to maltreatment for children ages birth to 19 years of age. Topics include: the four key principles of maltreatment, indicators and incidence of abuse and neglect, corporal punishment, using mnemonics of SPOTS and CLASS to describe and document maltreatment, head and abdominal trauma, false indicators of maltreatment, and working with professional partners.	Child abuse and neglect, social work practices	75%	3	Synchronous Webinar	CCFL Trainers	Long Term
4	ALOT1	BTRM1	Trauma 1: Introduction	Trainees learn the important concepts and practices related to trauma and trauma-informed care. Topics include: types of trauma in children, adolescents, and adults; typical trauma reactions in children; the five core principles of trauma-informed care; and the impact of trauma on the mind, body, and behavior.	Trauma, child abuse and neglect issues - impact on child abuse and neglect on a child, mental health, effects of separation, child development	75%	2	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
5	ALOT2	ATRM2	Trauma 2: Secondary Trauma	Trainees learn about secondary trauma and its possible impact on workers. Topics include: what it is, how to recognize it, and protective strategies for self and others.	Stress management, worker retention	50%	2	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
6	ALOV1	AINV1	Interviewing 1: Introduction	Trainees learn about communication skills needed to work with and gather information from adults and children.	Communication skills, family centered practice, social work practice	75%	3	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
7	ALOV2/BCRV3	AINV2	Interviewing 2: Application	Trainees begin developing fundamental interviewing skills, including introductions, attending, open questions, minimal encouragers, pausing, clarification, paraphrasing, and closing the interview.	Social work practice, interviewing	75%	6	Synchronous Webinar & Experiential	CCFL Trainers	Long Term
8	ALOWS	AWKS1	Worker Safety 1: Introduction	Trainees are introduced to de-escalation techniques and learn appropriate strategies for preventing, recognizing, and responding to worker safety threats. Topics include: The importance of treating all people with dignity and respect; The four A's of Safety (awareness, assessment, anticipation, and action); assessing behavior and the environment; importance of boundaries, types and aspects of communication, common risk factors; personal worker safety issues (home, office, vehicle, home visits); de-escalation techniques; response to human and non-human safety threats; and reporting critical incidents.	Worker safety	50%	1	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
9	ALOI1	AINA1	Initial Assessment 1: Introduction	Trainees gain a foundation level of understanding of the initial assessment process and the evidenced-based practice of Structured Decision Making® (SDM). Topics include initial assessment procedures, response times, law enforcement involvement, conflicts of interest, overview of households and caregivers, SDM Safety Assessment, SDM Risk Assessment, and next steps in case management process.	Case management	75%	4	Synchronous Webinar	CCFL Trainers	Long Term
10	ILOAR	AALT1	Alternative Response 1: Introduction	Trainees learn the basics of Alternative Response to prepare for application in the classroom. Topics include: the Alternative Response process and how it differs from Traditional Response; screening of Alternative Response cases; Exclusionary and R.E.D. team criteria; response times and initial contact protocols; Alternative Response brochure, Consent form, and Family Plan; and protective factors.	Case management, protective factors: Introduction to the concept of risk and protective factors and prevention; effective strategies for prevention;	75%	2	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
11	CLO01	AONG1	Ongoing 1: Introduction	Trainees gain a foundation level of understanding of the ongoing case management process. Topics include ongoing case management philosophy and procedure, case transfer, family engagement and assessing families.	Case management, social work practice, assessments to determine removal from the home, communication skills, preserve and strengthen the family	75%	4	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
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	Course Code	Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivery Hours	Venue	Trainer(s) Leads(s)	Duration
1		ASOPH	SOP 1: Introduction to Safety Organized Practice	Safety Organized Practice (SOP) is a collaborative approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief of SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and wellbeing for children. This method combines practices from solution-focused techniques, Signs of Safety, trauma informed practice, Structured Decision Making™ (SDM), and cultural humility.	Social work practice, case management, cultural competency related to the child, communication skills, activities designed to preserve, strengthen and reunify the family	75%	1.5	Workday Asynchronous Self-Paced Online	DHHS	Long Term
13		BSUB1	Substance Use 1: Introduction	Trainees gain awareness about substances and how substance use impacts families. Topics include: basic definitions, effects of use, common drugs in Nebraska, finding and using reliable information about drugs, substance use signs and factors to consider before meeting with families, priority populations, federal privacy laws, and levels of care.	General substance use	75%	1.5	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
14		BDMV1	Domestic Violence 1: Introduction	Trainees learn about the fundamental concepts of domestic violence and the implications for case management. Topics include: the dynamics of domestic violence, the relationship between domestic violence and child maltreatment, the effects of domestic violence on children, the different types of protection orders in Nebraska, and the challenges of gathering information from a family when domestic violence is present.	Domestic violence	75%	2	Synchronous Webinar	CCFL Trainers	Long Term
15		AJCP1	Juvenile Court Process 1: Introduction	Trainees are introduced to the Nebraska Juvenile Court Process. Topics include the steps in the legal process, the role of the courts in relation to Protection and Safety, and definitions of relevant legal terminology.	Fair hearings and appeals, preparation for and participation in judicial determinations	75%	1	Synchronous Webinar	CCFL Trainers	Long Term
16		AICW1	ICWA 1: Case Management for Indigenous Children	Trainees are introduced to the Indian Child Welfare Act (ICWA) and how to comply with state and federal regulations. Topics include what ICWA is, why it was enacted, how to work with the tribe's ICWA specialist, inquiring about tribal membership, providing notification that a child is an Indian child, tribal response to notification, and tribal role in ICWA cases.	Cultural competency	75%	3	Synchronous Webinar	CCFL Trainers	Long Term
17		AGDI1	Gathering and Documenting Information	Trainees begin developing skills in accessing and searching computer systems and websites and in documenting information. Topics include: importance of timely, accurate case management documentation; basic structure and functionality of N-FOCUS; how to navigate and perform basic searches in N-FOCUS, the APS/CPS website, the C1/Legacy System, iCHARTS, the Nebraska Data Exchange Network, online corrections databases and sex offender registries, and the Nebraska State Bar Association; the electronic case file format; and how to document narratives.	Case management, case reviews, child welfare automated system	75%	5	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
18		CTRM3	Trauma 3: Application	Trainees continue to explore the important concepts and practices related to trauma and trauma-informed care. Topics include: understanding the CFS Specialist's role in decreasing the impact of increased distress within the family system; Adverse Childhood Experiences (ACEs); resiliency; how trauma can affect safety, permanency, and well-being; and core principles of trauma-informed care and how to respond effectively to traumatic reactions.	Trauma, case management, child abuse and neglect issues, social work practice	75%	4	Synchronous In-Person & Experiential	CCFL Trainers	Long Term
19		CWMS2	Worker Safety 2: Initial Family Contact	Trainees begin developing initial family contact skills. Topics include: introducing selves, engaging families, and de-escalation techniques that promote safety.	Worker safety, worker retention, communication skills	50%	4.5	Synchronous In-Person & Experiential	CCFL Trainers	Long Term
20		CINV3	Interviewing 3: Advanced Application	Trainees learn how to engage and interview children using a research-based structured approach and begin developing fundamental child interviewing skills. Topics and skills include: minimal facts interview, the role of the CAC, how children usually disclose maltreatment, and interviewing children using structured guidelines.	Communication skills, family centered practice, social work practice	75%	7	Synchronous In-Person & Experiential	CCFL Trainers	Long Term
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1	BCRI3	CINA2	IA 2: Safety Assessment	Trainees continue to learn about the Initial Assessment process and practice related skills. Topics and skills include: Safety assessment; safety plan; inquiring about ICWA; engaging families including non-custodial parent; placement forms; parenting time plans; Interstate Compact on the Placement of Children (ICPC); case status determination; expungement; and documenting SDM Households, SDM Safety Assessments, SDM Safety Plans, approved informal living arrangements, relative notices, kinship narratives, and parenting time plan.	Case management, assessments to determine removal from the home, placement of child, referral to services, permanency planning, visitation, communication skills, preserve and strengthen the family, foster care candidate determinations, pre-placement activities	75%	22.5	Synchronous In-Person & Experiential & Documentation	CCFL Trainers	Long Term
22	BCRL2	DJCP2	Juvenile Court Process 2: Protective Custody	Trainees learn how DHHs obtains legal custody of children. Topics include: conditions and process for child removal, protective custody hearing; reasonable efforts; parenting time when child is out of home, explaining legal custody to a parent, and identifying the non-custodial parents.	Preparation/participation in judicial determinations, fair hearings and appeals, confidentiality	75%	3	Synchronous Webinar	CCFL Trainers	Long Term
23	BCRI4	CINA3	IA 3: Risk Assessment	Trainees continue to learn about the Initial Assessment process and practice related skills. Topics and skills include: the Nebraska Caregiver's Responsibility (NCR) tool and foster care rates and documentation of removals, placement and changes in placement; NCRs, risk assessment, prevention assessment, family functioning narratives, the school district notice form, and the Early Development Network form in N-FOCUS.	Case management, communication skills, preserve and strengthen the family, foster care candidate determinations, child welfare automated system	75%	3.5	Synchronous Webinar & Documentation	CCFL Trainers	Long Term
24	ELODC	CINA4	IA 4: Daily Care Decisions	Trainees learn about appropriate decision making regarding daily care and specific sensitive issues for a child or youth in care. Topics include: the importance of engaging families in decision making, types and roles of various decision makers, applicable policies and procedures regarding daily care decisions (e.g., haircuts, tattoos, discipline) and specific sensitive issues (e.g., religious practices, birth control, sex education, abortion, and end-of-life decisions), and how to talk with families about these decisions.	Child development, case management and supervision, referral to services, cultural competency	75%	3	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
25	GIOT4	CTRM4	Trauma 4: Review	Trainees will review the important concepts and practices related to trauma and trauma-informed care to ensure application of trauma principles in all future CFS work. Topics include review of core principles of trauma-informed care, awareness of impacts on traumatic stress, and what therapeutic services should be utilized for trauma.	Trauma, impacts of child abuse and neglect, mental health, effects of separation, child development	75%	2	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
26	CLOL3	DJCP3	Juvenile Court Process 3: Initial Hearings	Trainees learn the steps involved in achieving jurisdiction by the court and how DHHs obtains legal custody of children. Topics include first hearings, trial/adjudication hearings, the worker's responsibilities at hearings, determination of facts, understanding a petition, filing and serving a petition, and notifying the non-custodial parent of juvenile court proceedings.	Preparation/participation in judicial determinations, communication skills	75%	3	Synchronous Webinar	CCFL Trainers	Long Term
27	CLOL4	DJCP4	Juvenile Court Process 4: Application - Writing an Affidavit	Trainees learn about the various ways to communicate with the county attorney. Topics include: types of written communication (i.e., letter, affidavit, and request to file), when each is appropriate, information needed in each one, and how to prepare each type of document.	Preparation/participation in judicial determinations, fair hearings and appeals, communication skills	75%	3	Synchronous Webinar & Asynchronous Self-Paced Online	CCFL Trainers	Long Term
28	CLOLA	DTEY1	Testifying 1: Introduction - Techniques	Trainees are introduced to the juvenile court hearing process and effective testifying techniques. Topics include: being called as a witness, preparing for court, the steps of the hearing process, common legal terms used in testifying, and techniques for providing credible testimony	Preparation/participation in judicial determinations, fair hearings and appeals, communication skills	75%	3	Synchronous Webinar	CCFL Trainers	Long Term
29	CLOLB	DTEY2	Testifying 2: Application - Protective Custody Hearing Preparation	Trainees learn how to answer questions commonly asked in juvenile court and how to prepare to testify at a protective custody hearing. Topics include: testifying to job duties, testifying about Structured Decision Making (SDM) assessments, and testifying at a protective custody hearing (temporary custody, reasonable efforts, placement, parenting time, and ICWA).	Preparation/participation in judicial determinations, fair hearings and appeals, communication skills	75%	3	Synchronous Webinar	CCFL Trainers	Long Term
30		DTEY3	Testifying 3: Advanced Application - Protective Custody Hearing	Trainees build skills in answering questions commonly asked in juvenile court and testifying at a protective custody hearing. Skills include: testifying to job duties, what Structured Decision Making (SDM) is, SDM safety assessment findings, temporary custody, reasonable efforts, placement, parenting time, and ICWA.	Preparation/participation in judicial determinations, fair hearings and appeals, communication skills	75%	7	Synchronous Webinar & Experiential	CCFL Trainers	Long Term
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1	GLOAR	GCSF1	Child Safety: Car Seats	Trainees develop skills in selecting and installing a car seat for transporting children. Topics include: the Nebraska child passenger restraint law; crash and restraint system dynamics; parts and functions of vehicle and child restraint systems; and types, proper use, and installation of various models of car seats.	Safe driving	50%	3	Synchronous In Person	CCFL Trainers	Long Term
32	GLOEP	CENF1	Engaging Families 1: Introduction for IA	Trainees read case documents in order to effectively prepare to complete an initial assessment. Topics include child narratives and an intake.	Social work practice, family centered practice, interviewing and assessment	75%	1.5	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
33	FCRMS/ALOM3	CMLT3	Maltreatment 3: Critical Thinking	Trainees continue developing skills in gathering information and documenting physical injuries. Topics include: assessing all children for safety and risk; distinguishing between accidental and abusive injuries; bruising patterns; red-flag characteristics; case management steps; gathering and interpreting information; working effectively with medical and other professionals to share pertinent information with them and to obtain and document needed medical information from them; documenting by creating a simple, clear, labeled sketch and writing a description that is systematic, precise, objective, and thorough; and becoming acquainted with CFS's expectations around critical incident reporting.	Child abuse and neglect issues, case management and supervision	75%	2	Synchronous Webinar	CCFL Trainers	Long Term
34	HGRE1	CENF2	Engaging Families 2: Application for IA	Trainees demonstrate initial assessment case management skills. Topics include: engagement; de-escalation; effective interviewing; information needed for safety and risk assessments.	Communication skills required to work with children and families, case management, social work practice, such as family centered practice and social work methods including interviewing and assessment, assessments to determine removal from the home, referral to services, permanency planning including using kinship care as a resource for children involved with the child welfare system, visitation, preserve and strengthen the family, cultural competency, child abuse and neglect issues, such as the impact of child abuse and neglect on a child	75%	4	Synchronous In-Person & Experiential	CCFL Trainers	Long Term
35	ILOE2	CENF3	Engaging Families 3: Documentation for IA	Trainees demonstrate skills in documenting case information on N-FOCUS. Topics include: initial assessments, family engagement, and information on safety and risk assessments.	Child welfare automated system, case management	75%	5	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
36	ICRAO	CINA5	IA 5: Out of Home Assessment	Trainees learn about the assessment of foster homes and relative placements for safety and suitability. Topics include: components of the Structured Decision Making (SDM) Assessment of Placement Safety and Suitability (APSS), SDM policy and procedures on assessments of safety and suitability, applying an APSS, completing an Out-of-Home Assessment (OHA), and documenting an APSS and an OHA on N-FOCUS.	Case management, assessments to determine removal from the home, placement of child, referral to services, permanency planning, foster care candidate determinations	75%	3	Synchronous Webinar & Documentation	CCFL Trainers	Long Term
37	ICRSO	CSOP2	SOP 2: Application	The course provides an overview of the foundational theories and practices that comprise SOP. The training will expose the learner to the integrated approach of SOP and offer opportunities for practicing concrete tools. SOP draws on a variety of methods and tools including Structured Decision-Making, trauma-focused practice, and Signs of Safety. The training will help the learner to conduct balanced, rigorous assessments that focus on both safety and danger as well as how to use conversations with families and their networks to facilitate change. The overview provides a foundation for a learner before participating in the SOP Modules	Development of case plan, case reviews and case management, social work practice, such as family centered practice and social work methods including interviewing and assessment, assessments to determine removal from the home, referral to services, communication skills, activities designed to preserve and strengthen the family, cultural competency, trauma informed, child abuse and neglect issues, such as the impact of child abuse and neglect on a child.	75%	7	Synchronous Webinar	CCFL Trainers	Long Term
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1	ICRAR	CALT2	Alternative Response 2: Case Management	Trainees learn about the Alternative Response process and practice related skills. Topics and skills include: differences between Alternative and Traditional Response cases; recognizing exclusionary and R.E.D. team criteria in family situations; assessing protective factors; Alternative Response Consent form and brochure; developing a family plan; case mapping and group supervision; practicing the development of a genogram and ecomap; community services and supports available to Alternative Response families; Division of Children and Family Services purchase cards and how and when to utilize those funds; documentation; and case closure in Alternative Response.	Assessment to determine whether a child requires removal from the home, social work practice, such as family centered practice and social work methods including interviewing and assessment; communication skills	75%	7	Synchronous Webinar	CCFL Trainers	Long Term
39		CINT1	Intake 1: Introduction - Hotline	Introduce trainees to the roles of the hotline worker and how determinations are made whether or not to accept an intake for assessment.	n/a	0%	1	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
40		CSRVH	Services 1: DHHS CP&S FFPSA [Family First Prevention and Services Act Overview]	This course provides an overview of the provisions of the Family First Prevention and Services Act (FFPSA) which will directly impact the work of Child and Family Services Specialists and Supervisors. It includes information regarding the purpose and philosophy of FFPSA, details on Candidates for Foster Care, the Foster Care Prevention Plan, information on how placements will be impacted by FFPSA, and step-by-step instructions for NFOCUS changes that will occur as a result of the implementation of FFPSA.	Activities designed to preserve, strengthen, and reunify the family, case management, referral to services	75%	0.5	Asynchronous Self-Paced Online - Workday	HHS Trainers	Long Term
41										
42										
42	CLO00	ESRV2	Services 2: Foundations of Medicaid and Behavioral Health	Trainees learn about strategies that improve time management as a CFS Specialist. Topics include: time management tips, organizing work and work flow, and tools and job aides that support effective time management.	Job performance enhancement skills (e.g., writing, basic computer skills, time management)	50%	3	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
43										
43	DCRO2	ESRV3	Services 3: Identifying and Referring	Trainees learn the basics of Medicaid and the Behavioral Health Systems to prepare for application and community providers that meet identified needs for family members involved with Children and Family Services. Topics include: the CFS role in accessing services, the array of services available to families, evidence-based treatment, trauma-focused treatments, locating non-treatment and treatment services, Medicaid and Behavioral Health Services, the role of the managed care organizations, the application processes for adults and children, locating and referring for medical/surgical and mental/behavioral health services, accessing resources available in the community, different payment options available for services provided and when each is appropriate to use, importance of adequate medical services for children, and completion of service referrals.	Case management, referrals to services	75%	1	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
44										
44	DCRO3	EONG2	Ongoing 2: Engaging, Assessing, and Planning	Trainees continue to learn about the ongoing case management process and practice related skills. Topics include: family-centered practice; engaging non-custodial parent; family teams; family team meetings; discussing safety threats and risk factors; identifying goals and strength-based strategies; documenting family team meeting information; preparing a case plan; identifying permanency objectives; concurrent planning; developing a case plan; required contacts; N-FOCUS documentation that includes the family team meeting; relative notice; general narratives; Program Person narratives; SDM Households, and case plan; and using N-FOCUS to review the safety plan and complete narratives, search for SDM Risk Assessments, review case management progress regarding Parenting Time plan and case plan, enter required contacts, completion of service referrals, and documentation of referrals on N-FOCUS.	Case management, social work practice, such as family centered practice and social work methods including interviewing and assessment, assessments to determine removal from the home, referral to services, permanency planning including using kinship care as a resource for children involved with the child welfare system, visitation, communication skills, preserve and strengthen the family, cultural competency, child abuse and neglect issues, such as the impact of child abuse and neglect on a child, child welfare automated system	75%	17	Synchronous In-Person & Experiential & Webinar & Documentation	CCFL Trainers	Long Term
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1	ELOPM	EONG3	Ongoing 3: Informed Consent - Psychotropic Medications	Trainees learn the most important considerations when working with families and physicians of children who are receiving psychotropic medication. Topics include the people involved and their roles; how to be sufficiently informed to provide informed consent; how psychotropic medications work; target symptoms, side effects, and adverse drug events; the use of timelines for understanding a child's symptoms, diagnoses, and medications; and the use, benefits, and risks of various classes of medication.	Case management, mental health, substance use, referral to services	75%	3	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
46	DCRO4	EONG4	Ongoing 4: Introduction - Court Report	Trainees learn about the roles and responsibilities of CFS Specialists as they relate to court reports. Topics include court report components, documenting legal actions and school attendance, navigating N-FOCUS to write a court report, and navigation through an education court report for the purpose of informing the Disposition and Review Hearings.	Case management, child welfare automated system, preparation for judicial determinations	75%	4.5	Synchronous Webinar	CCFL Trainers	Long Term
47	ELOO5	EONG5	Ongoing 5: Application - Court Report	Trainees develop skills in writing a court report.	Case management, child welfare automated system, preparation for judicial determinations	75%	8	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
48	FCRL5	FJCP5	Juvenile Court Process 5: Disposition and Review Hearings	Trainees learn about the Nebraska Juvenile Court Process as it relates to the ongoing phase of work. Topics include the placement change process, the worker's responsibilities during disposition and review hearings, and explaining the juvenile court process to a family.	Preparation/participation in judicial determinations, fair hearings and appeals, case management	75%	3	Synchronous Webinar	CCFL Trainers	Long Term
49	FCRLD	FTFY4	Testifying 4: Application - Disposition Hearing Preparation	Trainees learn how to answer questions commonly asked in juvenile court and how to prepare to testify at a disposition hearing. Topics include: testifying to job duties specifically related to preparing a case plan and court report, testifying about Structured Decision Making (SDM) assessments, and testifying at a disposition hearing (explaining recommendations in the case plan and court report, custody, reasonable efforts, placement, permanency, parenting time, and ICWA).	Preparation/participation in judicial determinations, fair hearings and appeals, cultural competency, development of case plan, case management	75%	2.5	Synchronous Webinar	CCFL Trainers	Long Term
50	FCRLE	FTFY5	Testifying 5: Advanced Application - Disposition Hearing	Trainees build skills in testifying at a disposition hearing. Skills include testifying to job duties, Structured Decision Making (SDM) assessments, permanency, reasonable efforts, placement, parenting time, court report recommendations, child well-being, and ICWA.	Preparation/participation in judicial determinations, fair hearings and appeals, cultural competency	75%	7	Synchronous Webinar & Experiential	CCFL Trainers	Long Term
51	FCRO7	EONG6	Ongoing 6: Application Case Closure	Trainees continue to learn about ongoing case management documentation on N-FOCUS and about the documentation skills needed to reunify a family and to close a case. Topics include: program person, person detail, removal and placement; assessing families for the purposes of reunification; assessing families for the purpose of case closure, ongoing SDM Safety Assessment; assessing Parenting Time during ongoing case management; and steps at case closure.	Case management, social work practice, such as family centered practice and social work methods including interviewing and assessment, assessments to determine removal from the home, referral to services, permanency planning including using kinship care as a resource for children involved with the child welfare system, visitation, communication skills, preserve and strengthen the family, cultural competency, child abuse and neglect issues, such as the impact of child abuse and neglect on a child, child welfare automated system	75%	4	Synchronous Webinar & Documentation	CCFL Trainers	Long Term
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1	HCREO	EENF4	Engaging Families 4: Application for ONG	Trainees demonstrate ongoing case management skills. Topics include: case management steps; case plan goal development; Nebraska Caregiver Responsibilities (NCR) tool; role of Structured Decision Making; required contacts; the importance of critically thinking about addressing safety, permanency and well-being throughout the case management process to achieve successful case closure; and appropriate documentation including N-FOCUS.	Communication skills required to work with children and families, case management, social work practice, such as family centered practice and social work methods including interviewing and assessment, assessments to determine removal from the home, referral to services, permanency planning including using kinship care as a resource for children involved with the child welfare system, visitation, preserve and strengthen the family, cultural competency, child abuse and neglect issues, such as the impact of child abuse and neglect on a child	75%	3	Synchronous In-Person & Experiential	CCFL Trainers	Long Term
53	ILOEO	EENF5	Engaging Families 5: Documentation for ONG	Trainees demonstrate skills in documenting case information on N-FOCUS. Topics include: required contacts.	Child welfare automated system, case management	75%	2	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
54	GIOD2	GDMV2	Domestic Violence 2: Application	: Trainees learn how to assess and work with families experiencing domestic violence. Topics include: effects of domestic violence on children; children's experiences of domestic violence; programs to use with children that have experienced domestic violence; characteristics of abusers; questioning abusers, survivors and children; holding abusers accountable; partnering with a protective parent; parenting time issues with domestic violence; importance of documentation regarding domestic violence; and programs to use or avoid when working with families experiencing domestic violence.	Domestic violence	75%	1.5	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
55	HCRD3	GDMV3	Domestic Violence 3: Advanced Application	Trainees learn how to assess and work with families experiencing domestic violence and the implications for case management. Topics include: effects of domestic violence on children; collusion techniques, characteristics of abusers, holding abusers accountable, varying interview questions, power and control tactics, unintended consequences, partnering with a protective parent, parenting time issues around domestic violence, lethality of strangulation in domestic violence situations, enduring stalking, importance of documentation, variance in case management strategies, and incorporating domestic violence interview information into safety assessments and safety plans.	Domestic violence	75%	10	Synchronous In-Person & Experiential	CCFL Trainers	Long Term
56	HCRS2	GSUB2	Substance Use 2: Application	Trainees learn how to recognize and respond to substance use concerns in families. Topics include: recognition of warning signs, effects of substance use, reviewing the UNCOPE screening instrument, stages of change, levels of care, engaging individuals in treatment, making referrals, supporting success in and out of treatment, and relapse/lapse planning.	General substance use	75%	10	Synchronous In-Person & Experiential	CCFL Trainers	Long Term
57	GIOL6	FJCP6	Juvenile Court Process 6: Termination of Parental Rights	Trainees learn the Nebraska statutory requirements for judicial Termination of Parental Rights (TPR) in juvenile court. Topics include: grounds and court process for TPR, framework for testifying about best interests, comparing voluntary relinquishments to TPR, and legal implications of severing parent's rights.	Preparation/participation in judicial determinations, fair hearings and appeals, case management	75%	3	Synchronous Webinar	CCFL Trainers	Long Term
58	GIOL7	FJCP7	Juvenile Court Process 7: Adoption and Guardianship	Trainees learn about the distinction between adoption and guardianship permanency objectives and how to support them in court. Topics include: need for permanency by all children; Fostering Connections Act; persuasive justification; guardianship legal process and forms; adoption legal process and forms; and sharing information following an adoption in an ICWA case.	Preparation/participation in judicial determinations, fair hearings and appeals, case management	75%	3	Synchronous Webinar	CCFL Trainers	Long Term
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	A	B	C	D	E	F	G	H	I	J
	Course Code	Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivery Hours	Venue	Trainer(s) Leads(s)	Duration
1	GLOO8	EONG7	Ongoing 7: Records Management at Case Closure	Trainees learn how to carry out final case management and supervision responsibilities across permanency objectives (family preservation, reunification, adoption, legal guardianship, or independent living) with a focus on when and how to close a case based on the resolution of the issues that brought the child/youth to the attention of the Department and the achievement of case plan outcomes. Topics include: case closure determinations; discharge recommendations; steps in case closure; independent living unique steps; aftercare support planning and referrals based on family needs; decision makers; case management activities; and documentation prior to case closing; file retention; sealing records; and identification and disposition of documents at case closure.	Case management, referrals to services, child welfare automated system, preparing for independent living	75%	2	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
60	ICRA2/ICWA2	FCW2	ICWA 2: Application	Trainees continue to learn about the Indian Child Welfare Act and how to comply with state and federal regulations. Topics include: working with a tribe's ICWA Specialist, active efforts, ICWA placement guidelines, cultural plans, importance of proper documentation in N-FOCUS, and qualified expert witnesses.	Cultural competency	75%	4	Synchronous Webinar & Documentation	CCFL Trainers	Long Term
61	CLOY1	HIDL1	Independent Living 1: Introduction	Trainees learn from youth about their needs when preparing for adulthood. Topics include Nebraska state statute requirements when working with youth in care; promoting normalcy, permanency, and well-being for youth in care; and supports necessary to prepare youth during and following their foster care experience.	Preparing for independent living, case management	75%	2	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
62	GLODS	GSRV4	Services 4: Disability Services	Trainees learn about disability services in Nebraska. Topics include disabilities services, key considerations for CFS Specialists in accessing services, and the importance of language used when working with individuals with disabilities.	Case management, case reviews, child welfare automated system	75%	2	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
63	GLOSS	GED11	Educational Involvement: Schools and Special Education	Trainees learn about working with schools and special education. Topics include: the impact of special needs on a family, the importance of advocating for a child in the special education system, DCFs's policies relating to working with schools and planning a child's education, the requirements of Rule 51, Individualized Family Service Plan (IFSP), Multidisciplinary Team (MDT), Individual Education Plan (IEP), Early Development Network (EDN) referral process, and services provided by the EDN.	Activities to preserve and strengthen the family, referral to services	75%	2	Asynchronous Self-Paced Online	CCFL Trainers	Long Term
64	FCRY5	HIDL2	Independent Living 2: Missing and Trafficked Youth	Trainees learn how to work with missing youth and youth who are involved in the sex trafficking industry. Topics include: case management of missing youth, introduction to the trafficking of children and youth, traffickers, methods of recruitment, vulnerabilities in children and youth, red flags, engaging at-risk children and youth, case management of trafficked youth, and resources for trafficked youth.	Case management, assessments to determine removal from the home, placement of child, referral to services	75%	3.5	Synchronous Webinar	CCFL Trainers	Long Term
65		HIDLH	Independent Living 3: DHHS & CP&S PAVE (Providing Avenues for Victim Empowerment)	PAVE is an innovative platform designed for anyone who comes in contact with potential trafficking victims, facilitating best practices and creating a single screening, assessment, and referral process for victims of trafficking. This training provides information on creating an account and takes you to the PAVE site, for a walkthrough and practice on the PAVE software.	Case management, evidence-based practice	75%	1	Asynchronous Self-Paced Online Workday	HHS Trainers	Long Term
66	FLOY4	HIDL4	Independent Living 4: Transitioning Youth	Trainees learn the case management responsibilities for supporting youth who are preparing for adulthood and/or transitioning to independent living and self-sufficiency. Topics include: identifying services and resources (education, employment, health care, finances, housing, relationships, and adult services), linking services and resources to needs and strengths, the National Youth in Transition Database (NYTD), engaging youth in building a transition team, coordinating and facilitating a team, the Casey Life Skills Assessment, developing and documenting a youth-driven transitional living plan, and documenting information related to missing or trafficked youth.	Case management and supervision and social work practice, independent living and issues confronting adolescents preparing for independent living	75%	8	Synchronous Webinar & Experiential & Documentation	CCFL Trainers	Long Term
67										

## 2024 CCFL NWT Course Descriptions

	A	B	C	D	E	F	G	H	I	J
	Course Code	Course Code	Course Title	Course Description	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate	Expected Delivery Hours	Venue	Trainer(s) Leads(s)	Duration
1	ICRSI	HINT2	Intake 2: Specialization	Trainees participate in a specialized training on the abuse/neglect intake referral and acceptance process of Child Protective Services (CPS), Alternative Response, and Adult Protective Services (APS). Topics include: role of Intake Worker; legal and policy basis for Intake work; intake process; appropriate questions to gather needed information; collateral contacts; background checks; exclusionary criteria; Structured Decision Making screening and prioritization tools in Child Protective Services; differences between Alternative Response, Red Team, and Traditional Response; Structured Decision Making screening and prioritization tools in Adult Protective Services; and screening decisions and priority decisions.	N/A	0%	9	Synchronous In-Person	CCFL Trainers	Long Term
68	ICRSA	HADP1	Adoption: Specialization	Trainees learn about the fundamentals and dynamics of adoption as they relate to each person involved in the adoption process. Adoption-specific topics include: an overview of adoption; determining eligibility for adoption; considering placement for adoption; finding adoptive families; preparing the child, the Seven Core Issues in Adoption, biological family, and adoptive family for placement; determining eligibility and need for subsidy; placement responsibilities of the worker; how to finalize an adoption; post-adoption services and responsibilities of the worker; and the case management responsibilities of the permanency worker. Legal guardianship specific topics include: an overview of legal guardianship; the differences between adoption and legal guardianship; when to consider legal guardianship as a permanency objective; preparing the youth, biological family, and potential legal guardians; and determining eligibility and need for subsidy.	Placement of child, foster care candidate determination, adoption assistance, case management, negotiation and review of adoption assistance agreements	75%	6	Synchronous Webinar	CCFL Trainers	Long Term
69										
70			Field Training -Administration	Collaborate with the trainee and supervisor in developing training plans and schedules. Help schedule and coordinate all of the trainee's field experiences and observations. Provide regular and frequent written and oral feedback to the supervisor and trainee in regard to trainee progress in training, including a monthly field training report and at least twice monthly meetings with the trainee and supervisor (these are referred to as Service Area Learning Team [SALT] meetings)	Case Management, automated system	75%		Local DHHS Office	CCFL FTS	Long Term
71			Field Training - Contact	Assist in the trainee's initial orientation to training. Help orient each trainee to the service area and local office procedures/protocol. Help orient each trainee to community practices and expectations. Collaborate with the trainee and supervisor in developing training plans and schedules. Ensure that each trainee can access all online Synchronous. In Person trainings. Train each new worker not to diligently and effectively complete all job responsibilities. Train, further explain, and reinforce information presented in the Synchronous Fact-to-Face or online Synchronous. In Person. Maintain accurate and complete documentation of all trainee activities, events, interactions, and performance in training. Shadow the trainee during field experiences and provide feedback. Engage in direct contact with trainees and other individuals identified by DCFS at least 50% of the FTS' work time. Arrange for flexible work schedule to allow for field observations and support of trainees outside regular business hours	Case Management, automated system	75%		Local DHHS Office	CCFL FTS	Long Term
72										
73			Field Training - Travel		Case Management, automated system	75%		Local DHHS Office	CCFL FTS	Long Term

**Nebraska DHHS–DCFS  
Child Protection & Safety Training**

**NEW WORKER**

**Child and Family Services Specialist**

**2024 | Version 2**



# Overview

**Working Together as Professional Training Partners**



**CENTER ON CHILDREN,  
FAMILIES, AND THE LAW**

**NEBRASKA**

Good Life. Great Mission.

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**DEPT. OF HEALTH AND HUMAN SERVICES**

May 7, 2024

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## I. INTRODUCTION | DCFS CHILD PROTECTION & SAFETY NEW WORKER TRAINING

DCFS Child Protection & Safety (CP&S) New Worker CORE Training prepares Child and Family Services (CFS) Specialists, and those providing case management to serve as case managers to Nebraska's children and their families identified as in need of child welfare intervention because of abuse or neglect. This population includes children who lack proper parental care, either due to the actions of parents or through no fault of parents; children whose parents give up their rights for the child to the State; and children who are wards of another state agency, and for which placement is requested.

Training supports DCFS's identified purpose of working in partnership with other groups to keep those served safe from harm or maltreatment; in a permanent, healthy, nurturing, and caring environment; and with a stable family. Case managers are trained on resources necessary to help children and families heal from the harmful effects on their lives as well as on the importance of promoting community safety as families are served. Training supports DCFS's mission "to provide the least disruptive services when needed, for only as long as needed to give children the opportunity to succeed as adults, help the elderly and disabled live with dignity and respect and help families care for themselves. Our mission will result in healthier families and safer, more prosperous communities".<sup>1</sup>

CP&S New Worker CORE Training is developed in collaboration with the Nebraska Department of Health and Human Services (NDHHS)-Division of Children and Family Services (DCFS) and administered by the University of Nebraska–Lincoln, Center on Children, Families, and the Law (CCFL) under a contract administered by NDHHS–DCFS.

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### A. Goal and Focus of CORE Training

CP&S New Worker CORE Training has the goal of preparing case managers to intervene as authorized to provide safety for Nebraska's children, families, and communities and to consistently move the children in the Department's care toward permanency and well-being.

New Worker CORE Training places a strong focus on:

- advocating for each child's safety, permanency, and well-being
- respecting the individuality of each child and family served
- respecting each child's family and culture
- implementing family-centered practice principles into case management to ensure the inclusion of children and families in the decision-making processes that impact their lives
- promoting normalcy in the lives of children in care
- adhering to principles and procedures of Structured Decision Making® (SDM) for making decisions that will support keeping children and families safe
- understanding the benefits of utilizing evidence-based and promising casework practices
- committing to evidence-based and promising family-centered casework practices that utilize a least-restrictive, trauma-informed approach for children and families
- understanding the additional importance of service providers' fidelity to evidence-based and promising casework practices
- enhancing each worker's knowledge, skills, and abilities that are needed to successfully carry out his/her job

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<sup>1</sup> Nebraska Department of Health & Human Services website, 05/2024, <https://dhhs.ne.gov/Pages/Children-and-Family-Services.aspx>

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## B. CP&S New Worker CORE Training Model Key Features

CP&S New Worker CORE Training is a blended-learning model and combines distance learning and field training with instructor-led training that focuses on application experiential and simulation opportunities. Training is a 14-week model and includes these key features:

- trainees receive CORE Training that provides an overview of DHHS and the case management process
- membership in each trainee's own Service Area Learning Team (SALT) that meets regularly and has the purpose of supporting the trainee through the learning experience
- training that includes 68 courses and follows the life of a CFS case with many concepts interwoven through multiple courses
- a flipped-classroom model that uses online learning to teach content that will later be applied or practiced in the classroom or during field tasks
- training that takes place in the local office or the DHHS Service Area and includes various distance learning modalities (e.g., self-paced online learning, webinars) and field experiences (e.g., shadowing, visiting the local Child Advocacy Center)
- instructor-led training that focuses on the application of content through experiential opportunities, including an experiential simulation space, a Nebraska Family On-line Client User System (N-FOCUS) lab, a courtroom, and classroom.
- promotion of transfer of learning from the classroom to the field through completion of required field tasks and structured field observations supported by Field Training Specialists (FTSs) and supervisors
- a final demonstration and assessment of case management and documentation at the end of Initial and Ongoing training
- specialized training in the areas of intake and adoption
- assignment of families following successful completion of CORE and role specific training

Local office training days are the traditional eight-hour workday. Classroom (in-person or webinar) training days are up to seven hours in length, allowing one hour per day for trainees to attend to home-office business and travel. The CCFL training website (the CCFL Online Classroom or the "OC") allows trainers, FTSs, and supervisors the ability to track their trainees' progress in real time and supports the provision of timely feedback. Upon hire, trainees will complete Team Up as well as Home Office Orientation. Trainees will attend SALT (Service Area Learning Team) Meetings with their supervisor and Field Training Specialist (FTS) throughout training. Specializations of Intake and Adoption are trained as needed. No more than 4 families are assigned until the trainee completes the CDT.

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## C. CP&S New Worker CORE Training Overview

CP&S New Worker CORE Training is required prior to managing cases involving families. It is a period in which the trainee's time is devoted to learning and developing identified case management knowledge and essential skills necessary before assuming case management responsibilities. During new worker training the observations and feedback from the SALT inform decisions about the new worker's competence to assume responsibilities as a case manager and identify any additional training needs. CP&S New Worker CORE Training is required for all CFS Specialists. Trainees also have the opportunity to take specialized training on the topics of intake or adoption if they will work in these areas as required.

Training is offered in local office environments with interspersed weeks of classroom application training. During the local office learning weeks, trainees acquire new knowledge and skills by completing self-paced online learning activities, participating in webinars, completing field tasks outlined in the SALT binder, and by participating in field shadowing or observation opportunities supported by FTSs. Classroom weeks (in-person or webinar) are instructor-led trainings that focus on experiential

opportunities through role play and simulated experiences that give trainees an opportunity to apply what is learned in the previous learning weeks.

Prior to training, the trainee becomes acclimated to the job. The first several days involve DHHS orientation activities that include becoming acquainted with local office personnel, protocol and gaining access to N-FOCUS.

**SALT**

Child Protection & Safety Training

**New Worker Training**  
This 14-week training is designed utilizing a flipped-classroom approach. Begin your training with the first unit "Getting Started".

**Resource Library**  
The library is a collection of desk aids and job aids used by CCFL in training Child and Family Services Specialists.

**THE CCFL CAFE**  
Child & Family Education  
CCFL CAFE  
Child and Family Education  
Connecting Research & Expertise with Practice

**SERVICE AREA LEARNING TEAM**  
TRAINING MANAGEMENT MANUAL

Trainees will have participated in their first SALT meeting, upon hire, which includes the trainee, his or her supervisor, and his or her FTS. At this meeting, trainees will receive their SALT binder and their calendar of training. The training is designed so each course builds upon the previous course. It is imperative to follow the training calendar and complete the trainings in the order they are scheduled. If training is completed out of the designed sequence, it may be confusing or important information may be missed.

The SALT binder outlines the training and field tasks.

The roles and responsibilities of the trainee, supervisor, and FTS are identified and shared with everyone on the trainee's team to understand his or her part in the successful completion of new worker training by the trainee.

When completing online courses and planning shadowing experiences, trainees should be aware of these directions that will help them to be successful.

1. In order to progress through each training course, please read all directions and watch all slide shows and videos in their entirety so no information is missed.
2. If you are experiencing issues or have difficulty with a training course, contact your Field Training Specialist first. If the Field Training Specialist is unable to assist you, he or she will direct you to use the message function within the OC to message the trainer.
3. All shadowing experiences are scheduled by the Field Training Specialist or your supervisor. This is intentional so your shadowing supports the current concepts you are learning and does not interfere with online training.
4. Please take your time when completing the online training. This will save you time in the end. **ALL** online training, activities, and assignments should be completed prior to coming to the classroom. If they are not completed, you may not be able to attend classroom training. This may impact and likely extend your training by several weeks.

*DCFS Training Administrator*

Accessing information in the SALT binder, trainees follow the directions to begin to complete their online courses on the OC following the order outlined in the calendar. Trainees login at <https://ccfl-classroom.unl.edu> and review the "Orientation" information to begin the training experience. Trainees then complete all courses outlined in the SALT binder and on the OC. Trainees work with trainers, FTSS, and training support teams to complete CP&S New Worker Training. Near the end of training, trainees have the opportunity to participate in a demonstration of case management skills and an assessment of documentation skills on N-FOCUS. Additional specialized training must be completed prior to working within specializations.

## II. TRAINING DELIVERY AND METHODOLOGY

This blended learning model utilizes a flipped classroom approach that supports ongoing communication between the classroom and the field. Under the guidance of FTSS, trainees complete online self-paced assignments and field activities in their local offices and then meet with classroom trainers on-site or online for additional learning and experiential opportunities to practice their skills in various simulation spaces. The result is a dynamic, interactive learning environment where trainees refine their skills and prepare to perform the work of case management.

### A. In-person Experiential Training | Synchronous

In-person training is face-to-face and is delivered in a classroom-style environment, a simulation room or home environment, or a simulation court room. Training may include a videotaped practice/simulation experience.

The purpose of instructor-led training is to help trainees acquire and refine new knowledge and skills in a group setting, facilitated by a trainer. Representative types of training include acquisition of information

presented through lecture, role/real-play, question and answer sessions, group discussions, and large- and small-group activities.

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

The purpose of videotaped practice and simulation is for trainees to develop skills and demonstrate competence in applied work using hypothetical case information. It allows trainees to practice specific job-related skills in a safe environment.

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## **B. Distance Learning**

Distance learning occurs when trainees and their trainers are in different geographical locations and the instruction occurs on an electronic device, such as a computer or mobile phone. The learning can occur in a synchronous environment, in which all participants are connected at the same time or in an asynchronous environment, when participants are engaged in learning at different times.

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### **Webinar Training | Synchronous**

CCFL offers webinars via Zoom. Trainees join the training from their local offices and participate in a virtual classroom with a trainer and other trainees across the state. Trainees typically listen to a trainer, watch slides or videos, participate in polling activities, complete small-group work, and ask or respond to questions.

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### **Self-Paced Online Learning | Asynchronous**

Trainees access and participate in asynchronous training that occurs through a digital medium, like a computer or mobile phone. CCFL's online classroom (OC) and is accessed using instructions provided in the SALT binder.

Trainees complete structured learning activities and may complete assignments to prepare for upcoming classroom training, learn new information and skills not covered elsewhere, or perform activities that reinforce concepts recently learned in classroom training. These activities typically occur in the trainee's local office and engage learners through multiple techniques such as participating in training guided by interactive audiovisuals, reading written materials, searching websites, working through hypothetical case scenarios or case files, becoming familiar with job aids, practicing N-FOCUS navigation and documentation, and completing learning checks. These trainings vary in length and must be completed according to an agreed-upon schedule.

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## **C. Field Training | Service Area Learning Team (SALT) Meetings**

The purpose of a SALT meeting is to guide the trainees' field learning. In general, activities during SALT meetings include: clarifying the responsibilities and expectations for each person (trainee, supervisor, and FTS); planning and coordinating all training activities; and reviewing the trainee's behavior, attitude, and performance during training. FTS address confidentiality and professional use of DCFS systems, such as N-FOCUS and NDEN, to be accessed only for approved cases assigned. Additionally, FTS share about physical safety concerns when meeting with families in their homes. As well as, share concerns with access of personal social media account information being available to the public. SALT meetings may occur as often as needed but are required for CFS Specialists at these specific times in training: week

one, week three, week six, week nine, week twelve, prior to assigning the initial four families, and prior to moving to a full caseload.

---

#### **D. Field Training**

Field training includes activities to help trainees refine their knowledge and skills through applied field experiences. These tasks fall into five general categories: 1) talking with or observing a supervisor; 2) talking with or observing another CFS Specialist, or case manager; 3) meeting specific staff, and identifying and becoming familiar with providers or other partners; 4) looking up and reviewing specific information (e.g., case file forms, assessments, plans, narratives, reports); and 5) performing case management tasks and documentation under supervision. The field activities are not assigned to a specific day on the training calendar but rather can be flexibly scheduled around other training and shadowing opportunities. During training, trainees must be accompanied by an experienced CFS Specialist, supervisor, identified case manager, or FTS whenever they meet with families.

FTSs support their assigned trainees as they complete all required training and prepare to take on responsibility for family case management. The FTSs coordinate meetings with the supervisors and trainees throughout training, provide support by responding to questions or concerns related to field tasks, and help in the arrangement of shadowing opportunities. FTSs spend a significant amount of time providing coaching, observing performance, and giving feedback. They support trainees as they learn to document case information, attend family interviews, and complete field tasks identified. The FTSs track training received by trainees and then follow up to ensure completion of training requirements.

### **III. TRAINING EVALUATION**

An important part of ensuring effective training is training evaluation. The goals of the CP&S New Worker Training evaluation system are to collect information to: a) provide to supervisors, trainees, and trainers feedback about individual trainee performance, including strengths and areas for improvement, and b) inform decisions about the future use of various instructional activities and their delivery.

Tools used to meet these goals include:

- trainee knowledge and skill evaluations conducted throughout training
- trainee evaluations by trainers to record attitude and behavior
- course evaluations completed by trainees on both training and trainers
- post-training evaluations by trainees on their overall perceptions of the training model
- quarterly evaluations by supervisors on their overall perceptions of the training model

## IV. POST CP&S NEW WORKER TRAINING

### A. Guidelines for Assignment of Families Following Completion of CP&S New Worker Training<sup>2</sup>

The CFS Specialist Supervisor is responsible for the assignment of families to the CFS Specialist. "FAMILIES" IS DEFINED AS ONE PROGRAM CASE. If the CFS Specialist Supervisor has concerns regarding the CFS Specialist readiness to accept additional families for assignment within the time frames outlined, the CFS Specialist Supervisor will consult with his or her administrator to develop a plan with the CFS Specialist to enable the CFS Specialist to have the knowledge, skills, and abilities to accept a full caseload within his or her first year of employment.

The CFS Supervisor and CFS Administrator may make an exception if the CFS Specialist has prior case management experience in Nebraska or another state and/or can demonstrate his or her readiness to accept additional assignments beyond the progression of assignments outlined below:

- within one month from successful completion of CP&S New Worker Training
  - CFS Specialist will be assigned no more than four (4) families
- within one month from successful completion of the CDT
  - CFS Specialist will be assigned no more than six (6) families
- within two months from successful completion of the CDT
  - CFS Specialist will be assigned no more than eight (8) families
- within three months from successful completion of the CDT
  - CFS Specialist will be assigned no more than ten (10) families
- within four months from successful completion of the CDT
  - CFS Specialist will be assigned no more than twelve (12) families
- within five months from successful completion of the CDT
  - CFS Specialist may be assigned a full caseload

### B. Successful Completion of the Competency Development Tool and Promotion to CFS Specialist on Original Probation

The Competency Development Tool (CDT) is administered no later than week 20 from date of hire. After successfully passing the CDT, the CFS Trainee may be promoted to CFS Specialist on original probation. After promotion, the CFS Specialist is identified as the Primary Worker on N-FOCUS and the caseload may gradually increase to a full caseload.

## V. TRAINING STAFF

The CCFL multidisciplinary team of experts includes trainers and FTSs who are located throughout the state. The training team maintains qualifications as trainers for Department-initiated or mandated procedures, including Structured Decision Making® (SDM) and Safe Kids Nebraska Children and Family Services Transportation Training. The staff also has acquired an advanced level of knowledge not only

<sup>2</sup> Adapted from information provided by DCFS Service Area Administrators and Field Operations Administrator 11/27/2016 and documented by Michelle Nunemaker, 3/31/2017.

about the Department's vision, mission statements, policies and procedures, but also about how to apply these guidelines in the daily work of the CFS Specialist. A significant number of the training staff members have previously worked for the Nebraska Department of Health and Human Services in roles such as Protection and Safety Worker, Supervisor, Quality Assurance Specialist, Juvenile Service Officer, and Youth Rehabilitation and Treatment Center (YRTC) staff. The remaining training staff members have extensive backgrounds working in the child welfare and juvenile justice systems as lawyers, psychologists, sociologists, therapists, educators, law enforcement officers, foster home providers, curriculum developers, industrial-organizational psychologists, and program evaluators.

FTSs are training facilitators and work very closely with trainees and their supervisors as trainees move through training. Their job is to support transfer of learning as trainees practice and apply in the field the knowledge learned and skills developed in the classroom or lab. FTSs are positioned throughout the state and at least one FTS is assigned to every DHHS Service Area.

## VI. SUPPLEMENTAL INFORMATION

### A. Training Scheduling, Registration, and Location

CCFL loads training information on the DHHS Workday learning management system and creates a unique training calendar for each group of trainees. CCFL then registers groups of trainees on LINK-EDC. Trainees receive their calendars at their initial SALT meeting with their supervisor and FTS. Trainees follow the directions in the SALT binder on how to access and login to the OC where their learning is outlined.

Trainees and supervisors are notified about the specific training facilities and rooms assigned to individual courses via the training calendar. Notification of a change in location of training sessions is provided via e-mail. Information about training locations, parking, and links to addresses of all training locations are also available in the SALT binder and on the OC.

### B. Make-Up Training

The format of CP&S New Worker Training follows the life of a child welfare case. The design of training is intentional in that each training day builds upon what was learned in the days before. Therefore, it is imperative that the trainee attend each training day as it is scheduled on the calendar. It is understood that emergencies and unforeseen circumstances arise. Should trainees be unable to attend training, they need to work with their FTSs and supervisors to develop a plan as to how the missed training will be made up. Depending on the training missed, it could lengthen CP&S New Worker Training. The request process for making up training is included in the SALT binder. CCFL will send an email to the trainee's supervisor regarding any missed training by the end of the week after the scheduled training date and continue to send an email at least every other week until the training is made up. Additional DHHS leadership staff will be included in the correspondence if barriers to completion continue.

### C. Curriculum Distribution

Select CP&S New Worker Training materials for new workers are available in paper version to both trainers and trainees. Training materials are available electronically through the password-protected CCFL online classroom (<https://ccfl-classroom.unl.edu>) and through the CCFL server, which serves as an

archive. These resources allow identified individuals access to training materials, calendars, records, group management information, and links to DHHS policy and memos.

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#### **D. Training Facilities and Rooms**

To support training, specific locations in local offices and service areas have been identified by DCFS for use by trainees during new worker training. CCFL provides furnished training facilities during experiential training for in-person classroom weeks in Lincoln., as required. The main CCFL office and training space is on the 9th and 10th floors of the Sharp Building. This space provides five large training rooms, three medium-sized conference rooms for smaller group trainings or breakout sessions, and a simulation space. Documentation on N-FOCUS takes place in one of DCFS's N-FOCUS labs or at the trainee's computer, via webinar.

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#### **E. Training Records and Reports**

The CCFL OC allows trainees, trainers, FTSs, supervisors, and administrators the opportunity to view training completion in real time. CCFL also maintains CFS staff and tribal staff training records using the DHHS Workday learning management system supporting the availability of transcripts to trainees as needed.

Reports generated include information on training sessions and enrollment in and completion of training courses. Reports also include training dates, number of training courses offered, trainers, topics, number of training hours, names of trainees, and locations of trainings. These reports are available as requested by DHHS-DCFS. A complete archive of training materials by training group is maintained by CCFL. CCFL will send a completion of training email to the trainee's supervisor no later than 2 weeks after all new worker training is completed.

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**DEPT. OF HEALTH AND HUMAN SERVICES**

**Division of Children & Family Services**

**DHHS Training Program Specialist**

**NDHHS – DCFS**

301 Centennial Mall South

Lincoln, NE 68508

Phone: 402-471-3121



**CENTER ON CHILDREN,  
FAMILIES, AND THE LAW**

**UNL – Center on Children, Families, and the Law**

206 S. 13<sup>th</sup> Street, Suite 1000

Lincoln, NE 68588-0227

Phone: (402) 472-3479

<http://ccfl.unl.edu>

*This training is supported by a contract from the State of Nebraska.*

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## **Training Aids and Resources**

The following training aids and resources are provided to all CFSS Trainees during New Worker Training. Materials are continually updated to best support training. Unless noted otherwise, materials are both distributed as a hard-copy as well as electronically. Trainees can locate electronic materials on the UNL-CCFL OC Resource Library as well as within any corresponding online course unit.

### Introduction to Training Aids

- Service Area Learning Team (SALT): Training Management Manual
  - Training Overview
  - Training Outline

### Desk Aids

- Case Management Desk Aid (CMDA)
- N-FOCUS Desk Aid (online only)
- Transitioning Youth to Independent Living Desk Aid (online only)
- Transitioning into Adulthood – My Records (Resource for Youth) (online only)

### Job Aids

- Timeframes for CFS Case Management
- Mandatory Consultation Points
- Nebraska Revised Statutes – Selected Provisions Pertaining to Child Welfare, Juvenile Justice, and Vulnerable Adults (“Redbook”)
- Alternative Response: NDHHS Program Manual
- Nebraska Indian Child Welfare Act: A Case Management Guide
- Indian Child Welfare Act: NDHHS Desk Aid
- Education Guide for NDHHS Children and Family Services (online only)
- Worker Safety Tips (online only)
- Working with Families Experiencing Domestic Violence: A Job Aid for Working with Children and Families
- Working with Missing and Trafficked Youth Job Aid
- Substance Use: A Job Aid for Working with Children and Families
- Interviewing Basics Job Aid
- Checklist Before Child Interviewing
- Child Interviewing Job Aid
- Be Effective in Juvenile Court: Guide to Practice and Process
- Development, Behavior, and High-Risk Situations: A Job Aid for Working with Children and Families (online)
- Medicaid and the Behavioral Health System Job Aid
- Disability Services Guide (online only)
- Non-Treatment Services Job Aid
- Treatment Services Job Aid
- Managing Psychotropic Medication Guide: Job Aid for Working with Caregivers, Youth, and Providers (online only)
- Introducing an Integrated Safety-Organized Practice (online only)

### Auxiliary Training Aids (purchased from or provided by outside resources)

- Development Wheel (hard copy only)
- Behavior Has Meaning: Three steps for understanding and responding to challenging behavior (English and Spanish) (hard copy only)
- Understanding Children Sexual Behaviors (hard copy only)
- Denver II Development Chart (online only)
- Track Your Child’s Developmental Milestones (hard copy only)
- What Now?: A Guide for Kids in Nebraska’s Juvenile Court System (hard copy only)

# DCFS | Child Protection and Safety New Worker Training Outline - Tribal

*CP&S New Worker Training was developed with a focus on eight key content areas with twenty-three course sequences. All courses are built upon each other with instructional approaches that best train the content.*



***Tribal is NOT required to complete highlighted training.***

## CORE TRAINING

	Course Title	Code	Synchronous Hours   Method		Asynchronous Hours   Method	
1	Child Protection and Safety: Introduction	APST1			4	Self-Paced Online
2	Maltreatment 1: Introduction	BMLT1			1	Self-Paced Online
3	Maltreatment 2: Identification	BMLT2	3	Webinar		
4	Trauma 1: Introduction	BTRM1			2	Self-Paced Online
5	Trauma 2: Secondary Trauma <i>(Prerequisite: BTRM1)</i>	ATRM2			2	Self-Paced Online
6	Interviewing 1: Introduction	AINV1			3	Self-Paced Online
7	Interviewing 2: Application <i>(Prerequisite: AINV1)</i>	AINV2	6	Webinar & Experiential		
8	Worker Safety 1: Introduction	AWKS1			1	Self-Paced Online
9	Initial Assessment 1: Introduction	AINA1			4	Webinar
10	Alternative Response 1: Introduction	AALT1			2	Self-Paced Online
11	Ongoing 1: Introduction	AONG1			4	Self-Paced Online
12	SOP 1: Introduction to Safety Organized Practice	ASOPH			1.5	Workday
13	Substance Use 1: Introduction	BSUB1			1.5	Self-Paced Online
14	Domestic Violence 1: Introduction	BDMV1	2	Webinar		
15	Juvenile Court Process 1: Introduction	AJCP1	1	Webinar		
16	ICWA 1: Case Management for Indigenous Children	AICW1	3	Webinar		
<b>Core Training Total Hours: 41</b>			<b>15</b>		<b>26</b>	

INITIAL TRAINING						
	Course Title	Code	Synchronous Hours   Method		Asynchronous Hours   Method	
17	Gathering and Documenting Information	AGDI1			5	Self-Paced Online
18	Trauma 3: Application <i>(Prereq: BTRM1)</i>	CTRM3	4	In-Person & Experiential		
19	Worker Safety 2: Initial Family Contact <i>(Prereq: AWKS1 and AINA1)</i>	CWKS2	4.5	In-Person & Experiential		
20	Interviewing 3: Advanced Application <i>(Prereq: AWKS1, AGDI1, AINV1, AINV2, and CWKS2)</i>	CINV3	7	In-Person & Experiential		
21	IA 2: Safety Assessment <i>(Prereq: AINA1, AINV2, CWKS2, CINV3)</i>	CINA2	9	In-Person & Experiential		
			13.5	Documentation		
22	Juvenile Court Process 2: Protective Custody <i>(Prereq: AJCP1, CWKS2, CINV3, CINA2)</i>	DJCP2	3	Webinar		
23	IA 3: Risk Assessment <i>(Prereq: CWKS2, CINV3, CINA2, DJCP2)</i>	CINA3	3.5	Webinar & Documentation		
24	IA 4: Daily Care Decisions	CINA4			3	Self-Paced Online
25	Trauma 4: Review <i>(Prereq: AJCP1, CTRM3)</i>	CTRM4			2	Self-Paced Online
26	Juvenile Court Process 3: Initial Hearings <i>(Prereq: AJCP1, DJCP2)</i>	DJCP3	3	Webinar		
27	Juvenile Court Process 4: Application – Writing an Affidavit <i>(Prereq: AJCP1, CINA2, CINA3, DJCP2, DJCP3)</i>	DJCP4	1	Webinar	2	Self-Paced Online
28	Testifying 1: Introduction - Techniques	DTFY1	3	Webinar		
29	Testifying 2: Application - Protective Custody Hearing Preparation <i>(Prereq: AJCP1, CINA2, CINA3, DJCP2, DJCP3, DJCP4, DTFY1)</i>	DTFY2	3	Webinar		
30	Testifying 3: Advanced Application - Protective Custody Hearing <i>(Prereq: DJCP3, DJCP4, DTFY1, DTFY2)</i>	DTFY3	7	Webinar & Experiential		
31	Child Safety: Car Seats	GCSF1	3	In-Person in SA	Can be done in community with certificate to show completion	
32	Engaging Families 1: Introduction for IA	CENF1			1.5	Self-Paced Online
33	Maltreatment 3: Critical Thinking <i>(Prereq: BMLT1, BMLT2)</i>	CMLT3	2	Webinar		
34	Engaging Families 2: Application for IA <i>(Prereq: CEF1)</i>	CENF2	4	In-Person & Experiential		
35	Engaging Families 3: Documentation for IA <i>(Prereq: CENF1, CENF2, CINA3)</i>	CENF3			5	Self-Paced Online
36	IA 5: Out of Home Assessment <i>(Prereq: CINA2, CINA3)</i>	CINA5	3	Webinar & Documentation		
37	SOP 2: Application <i>(Prereq: ASOPH)</i>	CSOP2	7	Webinar		
38	Alternative Response 2: Case Management <i>(Prereq: AALT1)</i>	CALT2	7	Webinar		
39	Intake 1: Introduction – Hotline	CINT1			1	Self-Paced Online
40	Services 1: DHHS CP&S FFPSA [Family First Prevention and Services Act Overview]	CSRVH			.5	Workday
41	Time Management: Application	GTMG1			3	Self-Paced Online
<b>Initial Training Total Hours: 110.5</b>			<b>87.5</b>		<b>23</b>	

ONGOING TRAINING						
	Course Title	Code	Synchronous Hours   Method		Asynchronous Hours   Method	
42	Services 2: Foundations of Medicaid and Behavioral Health	ESRV2			1	Self-Paced Online
43	Services 3: Identifying and Referring <i>(Prereq: ESRV2)</i>	ESRV3	7	Webinar & Documentation		
44	Ongoing 2: Engaging, Assessing, and Planning <i>(Prereq: AONG1)</i>	EONG2	10	In-Person & Experiential		
			7	Webinar & Documentation		
45	Ongoing 3: Informed Consent - Psychotropic Medications	EONG3			3	Self-Paced Online
46	Ongoing 4: Introduction - Court Report <i>(Prereq: EONG3)</i>	EONG4	4.5	Webinar		
47	Ongoing 5: Application – Court Report <i>(Prereq: EONG4)</i>	EONG5			8	Self-Paced Online
48	Juvenile Court Process 5: Disposition and Review Hearings <i>(Prereq: AJCP1, CINA3, CINA4, DJCP2, DJCP3, DJCP4, DTFY1, DTFY2, DTFY3)</i>	FJCP5	3	Webinar		
49	Testifying 4: Application - Disposition Hearing Preparation <i>(Prereq: AJCP1, CINA3, CINA4, DJCP2, DJCP3, DJCP4, DTFY1, DTFY2, DTFY3)</i>	FTFY4	2.5	Webinar		
50	Testifying 5: Advanced Application-Disposition Hearing <i>(Prereq: AJCP1, CINA3, CINA4, DJCP2, DJCP3, DJCP4, DTFY1, DTFY2, DTFY3, FJCP5, FTFY4)</i>	FTFY5	7	Webinar & Experiential		
51	Ongoing 6: Application - Case Closure	EONG6	4	Webinar & Documentation		
52	Engaging Families 4: Application for ONG <i>(Prereq: CENF1)</i>	EENF4	3	In-Person & Experiential		
53	Engaging Families 5: Documentation for ONG <i>(Prereq: CENF1, EENF4)</i>	EENF5			2	Self-Paced Online
54	Domestic Violence 2: Application <i>(Prereq: BDMV1)</i>	GDMV2			1.5	Self-Paced Online
55	Domestic Violence 3: Advanced Application <i>(Prereq: BDMV1, GDMV2)</i>	GDMV3	10	In-Person & Experiential		
56	Substance Use 2: Application <i>(Prereq: BSUB1)</i>	GSUB2	10	In-Person & Experiential		
57	Juvenile Court Process 6: Termination of Parental Rights	FJCP6	3	Webinar		
58	Juvenile Court Process 7: Adoption and Guardianship	FJCP7	3	Webinar		
59	Ongoing 7: Records Management at Case Closure <i>(Prereq: completion of Series C &amp; Series E)</i>	EONG7			2	Self-Paced Online
60	ICWA 2: Application <i>(Prerequisite: AICW1)</i>	FICW2	4	Webinar & Documentation		
61	Independent Living 1: Introduction	HIDL1			2	Self-Paced Online
62	Services 4: Disability Services	GSRV4			2	Self-Paced Online
63	Educational Involvement: Schools and Special Education	GEDI1			2	Self-Paced Online

64	Independent Living 2: Missing and Trafficked Youth	HIDL2	3.5	Webinar		
65	Independent Living 3: DHHS CP&S PAVE (Providing Avenues for Victim Empowerment)	HIDLH			1	Workday
66	Independent Living 4: Transitioning Youth (Prereq: HIDL1)	HIDL4	8	Webinar, Experiential, & Documentation		
<b>Ongoing Training Total Hours: 114</b>			<b>89.5</b>		<b>24.5</b>	
<b>SPECIALIZATIONS</b>						
	<b>Course Title</b>	<b>Code</b>	<b>Synchronous Hours   Method</b>		<b>Asynchronous Hours   Method</b>	
67	Intake 2: Specialization	HINT2	9	In-Person		
68	Adoption: Specialization	HADP1	6	Webinar		
<b>Specializations Training Total Hours: 15</b>			<b>15</b>			
<b>TOTAL TRAINING HOURS: 280.5</b>			<b>207</b>		<b>73.5</b>	

## Ongoing Training Descriptions

Course Title	Description	Expected Delivery Hours	Venue	Trainer(s) Leads(s)	Duration
Alert Media Helpful Hints and Resources	Alert Media's mobile app allows you to stay connected to help while on the job and immediately signal for assistance if you find yourself in a dangerous situation. This learning bite provides a brief overview of Safety Monitoring options, helpful hints and reminders for ease of use, and several learning resources for installation and usage of the app.	0.25	Asynchronous	DHHS Staff	Long Term
American Institute of Management 2023	The purpose of this Contract is to provide leadership training for Protection and Safety Senior Leadership across the State of Nebraska that focuses on fostering a positive employee experience while maintaining high standards within the field. Including the development of a 1 year individual plan for each participant and monthly coaching sessions.	8	Synchronous	AMERICAN INSTITUTE OF MANAGEMENT, INC	Short Term
DHHS - Advanced ICWA : CULTURAL COMPASSION	To give a more in-depth look at ICWA and its requirements and a better understanding of indigenous cultures and values and the issues Native people face. Cultural Responsiveness / Cultural Awareness / Cultural Humility are topics presented in this in-person training that increase DCFS workers' knowledge and understanding of NDHHS ICWA policies and critical components of ICWA protections for AI/AN children and families.	14	Synchronous	DHHS/ NICWC	Short Term
DHHS - ASPIRE: Cohort Finale - Participant Presentations - Your Champion Arc	ASPIRE is comprised of Instructor-Led Sessions and Pre- and Post- course work. ASPIRE will offer you targeted training in a cohort of DHHS Teammates based on your application and approval by a selection committee. ASPIRE courses will focus on excellence in 5 competency areas: customer focus/service, integrity, teamwork, adaptability, accountability/dependability. Leading happens at all levels of any organization or team. DHHS consists of over 4,900 employees, of which over 85% are in a teammate role. The success of fulfilling the mission is accomplished through the dedication of all DHHS team members. ASPIRE is an opportunity for DHHS teammates to grow both professionally and personally in their role and to build towards their career aspirations. Through this program, participants will become 'champions' within their team and our organization by 'leading in place' to move the mission forward.	3	Synchronous	DHHS	Long Term
DHHS - ASPIRE: Orientation	ASPIRE is comprised of Instructor-Led Sessions and Pre- and Post- course work. ASPIRE will offer you targeted training in a cohort of DHHS Teammates based on your application and approval by a selection committee. ASPIRE courses will focus on excellence in 5 competency areas: customer focus/service, integrity, teamwork, adaptability, accountability/dependability. Leading happens at all levels of any organization or team. DHHS consists of over 4,900 employees, of which over 85% are in a teammate role. The success of fulfilling the mission is accomplished through the dedication of all DHHS team members. ASPIRE is an opportunity for DHHS teammates to grow both professionally and personally in their role and to build towards their career aspirations. Through this program, participants will become 'champions' within their team and our organization by 'leading in place' to move the mission forward.	3	Synchronous	DHHS	Long Term
DHHS - ASPIRE: Session 1 - Customer Service Starts with Why	ASPIRE is comprised of Instructor-Led Sessions and Pre- and Post- course work. ASPIRE will offer you targeted training in a cohort of DHHS Teammates based on your application and approval by a selection committee. ASPIRE courses will focus on excellence in 5 competency areas: customer focus/service, integrity, teamwork, adaptability, accountability/dependability. Leading happens at all levels of any organization or team. DHHS consists of over 4,900 employees, of which over 85% are in a teammate role. The success of fulfilling the mission is accomplished through the dedication of all DHHS team members. ASPIRE is an opportunity for DHHS teammates to grow both professionally and personally in their role and to build towards their career aspirations. Through this program, participants will become 'champions' within their team and our organization by 'leading in place' to move the mission forward.	3	Synchronous	DHHS	Long Term

<p>DHHS - ASPIRE: Session 2 - Personal Integrity - Building Trust through Authenticity</p>	<p>ASPIRE is comprised of Instructor-Led Sessions and Pre- and Post- course work. ASPIRE will offer you targeted training in a cohort of DHHS Teammates based on your application and approval by a selection committee. ASPIRE courses will focus on excellence in 5 competency areas: customer focus/service, integrity, teamwork, adaptability, accountability/dependability. Leading happens at all levels of any organization or team. DHHS consists of over 4,900 employees, of which over 85% are in a teammate role. The success of fulfilling the mission is accomplished through the dedication of all DHHS team members. ASPIRE is an opportunity for DHHS teammates to grow both professionally and personally in their role and to build towards their career aspirations. Through this program, participants will become ‘champions’ within their team and our organization by ‘leading in place’ to move the mission forward.</p>	3	Synchronous	DHHS	Long Term
<p>DHHS - ASPIRE: Session 3 - Teamwork- Leading In Place</p>	<p>ASPIRE is comprised of Instructor-Led Sessions and Pre- and Post- course work. ASPIRE will offer you targeted training in a cohort of DHHS Teammates based on your application and approval by a selection committee. ASPIRE courses will focus on excellence in 5 competency areas: customer focus/service, integrity, teamwork, adaptability, accountability/dependability. Leading happens at all levels of any organization or team. DHHS consists of over 4,900 employees, of which over 85% are in a teammate role. The success of fulfilling the mission is accomplished through the dedication of all DHHS team members. ASPIRE is an opportunity for DHHS teammates to grow both professionally and personally in their role and to build towards their career aspirations. Through this program, participants will become ‘champions’ within their team and our organization by ‘leading in place’ to move the mission forward.</p>	3	Synchronous	DHHS	Long Term
<p>DHHS - ASPIRE: Session 4 - Adaptability – Fostering a Growth Mindset</p>	<p>ASPIRE is comprised of Instructor-Led Sessions and Pre- and Post- course work. ASPIRE will offer you targeted training in a cohort of DHHS Teammates based on your application and approval by a selection committee. ASPIRE courses will focus on excellence in 5 competency areas: customer focus/service, integrity, teamwork, adaptability, accountability/dependability. Leading happens at all levels of any organization or team. DHHS consists of over 4,900 employees, of which over 85% are in a teammate role. The success of fulfilling the mission is accomplished through the dedication of all DHHS team members. ASPIRE is an opportunity for DHHS teammates to grow both professionally and personally in their role and to build towards their career aspirations. Through this program, participants will become ‘champions’ within their team and our organization by ‘leading in place’ to move the mission forward.</p>	3	Synchronous	DHHS	Long Term
<p>DHHS - ASPIRE: Session 5 - Accountability – Taking Action to Achieve Excellence</p>	<p>ASPIRE is comprised of Instructor-Led Sessions and Pre- and Post- course work. ASPIRE will offer you targeted training in a cohort of DHHS Teammates based on your application and approval by a selection committee. ASPIRE courses will focus on excellence in 5 competency areas: customer focus/service, integrity, teamwork, adaptability, accountability/dependability. Leading happens at all levels of any organization or team. DHHS consists of over 4,900 employees, of which over 85% are in a teammate role. The success of fulfilling the mission is accomplished through the dedication of all DHHS team members. ASPIRE is an opportunity for DHHS teammates to grow both professionally and personally in their role and to build towards their career aspirations. Through this program, participants will become ‘champions’ within their team and our organization by ‘leading in place’ to move the mission forward.</p>	3	Synchronous	DHHS	Long Term
<p>DHHS - CFS Basic Training: Module #1 : SDM Households and Plans of Safe Care</p>	<p>CFS workers will receive a booster training on content that applies to their daily work with family engagement, information gathering and documentation. SDM Household set up will be reviewed, including caregivers, children and other. Ensuring accurate set up for assessment. Examples will be reviewed. Plans of Safe care for drug exposed infants and services for mothers will be highlighted.</p>	1.5	Synchronous	DHHS Staff	Short Term
<p>DHHS - CFS Basic Training: Module #2 : Safety Assessments</p>	<p>CFS workers will receive a booster training on content that applies to their daily work with family engagement, information gathering and documentation. SDM Tool of Safety Assessment will be highlighted, including Policy, Best Practice, and documentation. Ensuring contacts are made timely and collateral information is gathered. Working with CFS Supervisor to make recommendations for case status.</p>	1.5	Synchronous	DHHS Staff	Short Term
<p>DHHS - CFS Basic Training: Module #3 : Required Contacts &amp; Parent Efforts</p>	<p>CFS workers will receive a booster training on content that applies to their daily work with family engagement, information gathering and documentation. Review of monthly required contacts: scheduling, engagement in conversation and information gathering, and documentation. Overview of making monthly parent efforts and face to face contacts. Review of Policy and Best Practice.</p>	1.5	Synchronous	DHHS Staff	Short Term

DHHS - CFS Basic Training: Module #4: NCR, Legal Status, and Placement	CFS workers will receive a booster training on content that applies to their daily work with family engagement, information gathering and documentation. Completing the Nebraska Caregiver Responsibility tool, Entering Legal Status and descriptions of each, and completing a removal and placement. Overview of the different types of placement and policy for each. Review of Policy and Best Practice.	1.5	Synchronous	DHHS Staff	Short Term
DHHS - CFS Basic Training: - Module #5: Case Plans & Prevention Plans	CFS workers will receive a booster training on content that applies to their daily work with family engagement, information gathering and documentation. Creating case plans with each family. Ensuring focus on safety threats or reason why the family was referred to the Department. Prevention Plan and FFPSA/Evidenced Based Practices. Review of Policy and Best Practice.	1.5	Synchronous	DHHS Staff	Short Term
DHHS - CFS Basic Training: Module #6: Family Team Meeting	CFS workers will receive a booster training on content that applies to their daily work with family engagement, information gathering and documentation. Creating case plans with each family. Ensuring focus on safety threats or reason why the family was referred to the Department. Prevention Plan and FFPSA/Evidenced Based Practices. Review of Policy and Best Practice.	1.5	Synchronous	DHHS Staff	Short Term
DHHS - CFSS - [RIS] Child and Family Services Review (CFSR)	Prepare new Children and Family Services Trainees to work with families and children Trainees learn details and the purpose of the Federal Children and Family Services Review (CFSR). Trainees learn how case management practices relate to each of the three main outcomes measured in the CFSR (safety, permanency, and well-being)	4	Synchronous	DHHS Staff	Long Term
DHHS - Civilian Response to Active Killing Events (CRAKE)	This training by the Nebraska State Patrol will describe the profile of an active shooter, the characteristics of an active shooter situation and what steps you can take to cope with an active shooter situation. Intended Audience: Open to DHHS Employees Course Description: The focus will be on providing civilians the tools and mindset necessary to increase the chances of surviving an Active Killing	2	Synchronous	Nebraska State Patrol	Long Term
DHHS - CP&S - Background Check Portal Training	When background checks are done accurately, we are ensuring that children are supported by those that do not have a history of crimes that may affect the safety of our Youth. This training details the importance of thorough background checks for safety and IV-E Funding, and reviews how to run and document a background check using the Background Check Portal. This training is for staff on the background check team.	2	Synchronous Webinar	DHHS Staff	Short Term
DHHS - CP&S - Central Registry Training	This training provides information about the different types of Central Registry findings, including minors on the central registry, and what evidence is needed for someone to be placed on the Central Registry. The training also covers expungements, appeal hearings and Central Registry background checks.	1.5	Synchronous Webinar	DHHS Staff	Short Term
DHHS - CP&S - CFSR Refresher	CFSR quarterly refresher.	3	Synchronous	DHHS Staff	Long Term
DHHS - CP&S - CFSS Random Moment Time Study (RMTS) (Curriculum)	This short training provides an overview of the process of completing the Random Moment in Time Surveys, and details why these are important for the work that is done in CP&S.	0.25	Asynchronous	DHHS Staff	Long Term
DHHS - CP&S - Court Appointed Special Advocate Learning Bite	Court Appointed Special Advocates, commonly referred to as CASA, are volunteers appointed by Judges to advocate for children's best interest. This best-interest advocacy makes a life changing difference for children and youth who have experienced abuse or neglect, many of whom are in foster care. This learning bite provides a brief overview of the history of Court Appointed Special Advocates, sharing information with CASA, CFS Specialists expectations when working with CASA, and the benefits of working with CASA for both the youth and the CFS Specialist.	0.25	Asynchronous	DHHS Staff	Long Term
DHHS - CP&S - Crossover Training	Service area specific training of the Crossover Youth Practice Model and how it will be implemented in the service area. his training provides an overview of the Crossover Youth Practice Model, crosswalk of DHHS Policy and Probation Policy/Protocol related to work with youth dually involved in the child welfare and juvenile justice systems and development of local practice and communication with community partners related to joint work for youth and families by both agencies.	3	Synchronous	DHHS/ Administrative Office of Probation	Short Term

DHHS - CP&S - Crossover Training: CFS & Probation	Educate/update CFS workers on Probation teammates, Probation and CFS roles/responsibilities, Statute and Policies governing the work, Local and State Protocol, and discuss examples of positive experiences and areas to improve. CFS and Probation leadership will lead a discussion and learning session for new and seasoned CFS and Probation workers to improve understanding, outcomes, and relationships.	2	Synchronous	DHHS/ Administrative Office of Probation	Short Term
DHHS - CP&S - ESA Crossover Training	ESA specific training of the Crossover Youth Practice Model and how it will be implemented in ESA. This training provides an overview of the Crossover Youth Practice Model, crosswalk of DHHS Policy and Probation Policy/Protocol related to work with youth dually involved in the child welfare and juvenile justice systems and development of local practice and communication with community partners related to joint work for youth and families by both agencies.	1	Synchronous	DHHS/ Administrative Office of Probation	Short Term
DHHS - CP&S - Learning Lab: Medical Services: Part 2 Early Childhood Mental Health	Learning Labs are an opportunity to learn more about medical and clinical concerns and resources across the State. This session will focus on early childhood mental health, as a continuation from September's discussion.	1	Synchronous Webinar	DHHS Staff	Short Term
DHHS - CP&S - Learning Lab: Medical Services: Substance Use and Mental Health Stigma Reduction	To provide information on reducing stigma associated with mental health and substance use needs.	1	Synchronous Webinar	DHHS Staff	Short Term
DHHS - CP&S - Learning Lab: Parent Contacts/ Efforts	Service Area discussion with CFS Specialists	1	Synchronous	DHHS Staff	Short Term
DHHS - CP&S - Learning Lab: PTI	Service Area discussion with CFS Specialists	1	Synchronous	DHHS Staff	Short Term
DHHS - CP&S - Learning Lab: Quality Documentation	Service Area discussion with CFS Specialists	1	Synchronous	DHHS Staff	Short Term
DHHS - CP&S - Legal Training	Educate/update CFS workers on DHHS legal services, current practices, and strategies. Provide coaching on difficult case points. DHHS Legal will highlight their services, current policies, and practices, as well as talk about CFS and their role and communication throughout the life of the case with other legal parties, within the courtroom, and about testifying techniques.	2	Synchronous	DHHS Staff	Long Term
DHHS - CP&S - Medical Services Learning Lab: Disability Services	Learning Labs are an opportunity to learn more about medical and clinical concerns and resources across the State. This session is focused on helping CFS staff learn more about The Division of Developmental Disabilities (DD). Staff from DD will present and be available for questions.	1	Synchronous Webinar	DHHS Staff	Short Term
DHHS - CP&S - Noontime Knowledge: Protection & Safety Resource Library	Provide staff with an overview of changes made to the P&S Resource Library including new structure, updated search functions; and new name. Ensure that staff have easy access to the tools that are needed for them to successfully complete their job duties.	1	Synchronous Webinar	DHHS Staff	Short Term
DHHS – CP&S – Safety Organized Practice – Module 4: Mapping with Families	Participants will learn: What case mapping is and how to use it with families	3	Synchronous Webinar	DHHS Staff	Long Term

<p>DHHS – CP&amp;S – Safety Organized Practice – Module 1: Interviewing for Safety and Danger</p>	<p>Participants learn key Safety Organized Practice themes during Module 1 addressing safety and danger. Topics include: "Safety" recast as a verb-it's not just a noun, it's an action. The idea of using Signs of Safety and the SDM system together, and keeping a trauma lens, does not represent wholesale new things to do, but new ways of doing things. SOP embodies best practice and draws from both engagement strategies/intuitive thought on one hand, and research-based, systematic, point-in-time assessment tools on the other. This approach encourages reflective practice. Interviewing should seek a rigorous balanced assessment of both the history of the harm and a history of the protection. This approach will build better relationships with families while we receive better and more accurate information. Relationships are key to resolving past trauma. The focus of all conversations should be on child safety. In order for us to make the best decisions we need to gather information, and the best information comes from a trusting relationship. Trusting relationships are built when people feel seen and appreciated fully - both for their worries and successes. Eliciting a rigorous, balanced assessment also serves our assessment function - we do better assessments when we have asked about both worries and successes. Just because a tool lists questions does not mean that is the order of questions, or even the words that should be used. SDM tools can help sharpen our inquiry before we leave the office</p>		<p>Synchronous Webinar</p>	<p>DHHS Staff</p>	<p>Long Term</p>
<p>DHHS – CP&amp;S – Safety Organized Practice – Module 10: Landing Safety Organized Practice in Everyday Work</p>	<p>All parts of this series - interviewing for safety as well as danger, behavioral detail, the voice of the child, solution-focused questions, the SDM system, harm and danger statements, safety goals, the use of safety networks, a clear articulation of safety actions the parents will take - can be landed in our usual documentation and strengthened. In particular: A rigorous, balanced assessment should be documented in case notes and court reports. In particular: Case plans that reflect rigorous, balanced assessments and that reference actions of protection that mitigate the danger are an effective way to ensure that the family is building safety for the child. In particular: Testifying in court is easier and more effective when a rigorous, balanced assessment has previously been completed and documented in case notes, court reports, and in the case plan</p>	<p>3.5</p>	<p>Synchronous Webinar</p>	<p>DHHS Staff</p>	<p>Long Term</p>
<p>DHHS – CP&amp;S – Safety Organized Practice – Module 11: Organizational Environments</p>	<p>Appreciative Inquiry (AI) is an approach to organizational change that draws on a core belief very closely related to solution-focused practice: What we pay the most attention to has the best chance of growing. AI can be used to help solidify new ways of working within an organization and with families, and it can help individuals recognize their own skills and solutions to difficult problems. "Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system 'life' when it is most effective and most capable" Michael White says, "I never assume that bringing together a group of people without a structure will be helpful. Holding to a firm and transparent structure creates the best possible conditions for success." Group supervision offers an opportunity for sharing our practice and for reflection. It is an integral practice in a learning organization.</p>	<p>3</p>	<p>Synchronous Webinar</p>	<p>DHHS Staff</p>	<p>Long Term</p>
<p>DHHS – CP&amp;S – Safety Organized Practice – Module 12: Summary and Looking to the Future</p>	<p>The components of Safety-Organized Practice can be used throughout the case process. Very few aspects are used just once in case. We have learned many new skills and strategies in our work, and children and families have been positively impacted by this new approach to our work. There are several recurring themes in the modules - such as the importance of relationships, the importance of balanced assessments, and the importance of approaching families from a place of inquiry and humility, rather than from a place of being an expert. The organizations within which we work have an impact on our work and the work we do has an impact on the organizations within which we work.</p>	<p>3</p>	<p>Synchronous Webinar</p>	<p>DHHS Staff</p>	<p>Long Term</p>
<p>DHHS – CP&amp;S – Safety Organized Practice – Module 2: Small Voices, Big Impact</p>	<p>Participants will learn key Safety Organized Practice themes during Module Two addressing engagement with children. Topics include: Approaches for including children as partners in all aspects of the work. Children have important information. They know what is happening in the family. Children are affected by what is happening. Children deserve to have information from us about what is happening to them. Parents often think adult problems are hidden from the children, i.e., "The children don't know that we fight/smoke pot". Reminders about basic purposes and processes in Interviewing Children. An introduction to the Three Houses. an introduction to the Safety House.</p>	<p>3</p>	<p>Synchronous Webinar</p>	<p>DHHS Staff</p>	<p>Long Term</p>

DHHS – CP&S – Safety Organized Practice – Module 3: Solution Focused Inquiry	Participants will learn: To introduce Solution Focused Questions and explore through practice how to utilize SFQ to elicit the information for the three questions	3	Synchronous Webinar	DHHS Staff	Long Term
DHHS – CP&S – Safety Organized Practice – Module 5: Harm, Danger Statements and Safety Goals	Participants learn about Harm and Danger Statements and Safety goals. They will learn what the definitions are of each of these and how to craft them with families so that families better understand the agency's worries for their family	3.5	Synchronous Webinar	DHHS Staff	Long Term
DHHS – CP&S – Safety Organized Practice – Module 7: Safety Planning	Participants learn that this module builds on and reinforces all previous modules and brings them together to create effective plans. Participants will learn that safety planning is a collaborative process designed to make rigorous, action-based plans. These plans should focus on creating ongoing, sustainable safety for the child. These plans need to be slightly different at different times and for different purposes, but the principles and process are always the same	3	Synchronous Webinar	DHHS Staff	Long Term
DHHS – CP&S – Safety Organized Practice – Module 8: Reunification & Visitation	Participants learn that all of the principles and values we have covered in this series so far can be applied to reunification and visitation work. In reunification work, having a network is essential as you begin to create plans that give parents a chance to demonstrate protection. Progressive, creative visitation plans can be made where children remain safe and parents can receive opportunities to demonstrate protection and show that they are addressing the risk. Active involvement of resource families with birth families increases the likelihood of a successful placement and a timely reunification	3	Synchronous Webinar	DHHS Staff	Long Term
DHHS – CP&S – Safety Organized Practice – Module 9: Permanency	All of the principles and values covered in this series so far can be applied to legal and relational permanency work. The best permanency work we do is when we create plans that allow children to remain safely in the home. Placement and permanency are not the same thing. Concurrent planning is the practice of simultaneously pursuing more than one option for permanency for children placed by child welfare in out-of-home care. For permanency work with youth in long-term care, keeping a sense of urgency and hopefulness in finding families is critical and can be a creative part of the process.	3	Synchronous Webinar	DHHS Staff	Long Term
DHHS – CP&S – Safety Organized Practice –Module 6: Safety Networks	Participants learn what safety networks are and how they can be formed and used in working with families. They will learn about the importance of finding all relatives to build networks for families. They will also learn about the Circles of Safety and the support tool.	3.5	Synchronous Webinar	DHHS Staff	Long Term
DHHS - CP&S - Safety Organized Practice Overview	The course provides an overview of the foundational theories and practices that comprise SOP. The training will expose the learner to the integrated approach of SOP and offer opportunities for practicing concrete tools. SOP draws on a variety of methods and tools including Structured Decision-Making, trauma-focused practice, and Signs of Safety. The training will help the learner to conduct balanced, rigorous assessments that focus on both safety and danger as well as how to use conversations with families and their networks to facilitate change. The overview provides a foundation for a learner before participating in the SOP Modules	8	Synchronous Webinar	DHHS Staff	Long Term
DHHS - CP&S - Social-Case Worker Safety Training	This Social and Case Worker Safety/Survival and Risk Management Training Program is intended to build on past training and experiences and to bring additional awareness to the forefront so that employees can openly discuss, share ideas, techniques and the necessary precautions required while traveling to/from and t/o the workday, while conducting home visits and interacting with aggravated, distressed or intoxicated parents/children, and have basic understanding and awareness of workplace violence, dangers, and threats, as well as the practice of good crisis and risk management.	3	Synchronous	Cornwell Preparedness Planning and Security Services (C-PSS)/DHHS Safety and Emergency Preparedness	Short Term

DHHS - CP&S - Why ICWA? Contemporary Issues for Native American Families	In this online seminar, CFS staff will gain a better understanding of historical trauma for American Indian and Alaskan Native people and the historical implications of ICWA going beyond what is taught in new worker training. Participants will gain further knowledge and understanding of why the ICWA was passed and why it is still relevant today; historical and intergenerational trauma; disproportionate rates of domestic violence Native women face on and off reservations; and social issues in Indian country – including health and mental health disparities and suicide rates.	3	Synchronous Webinar	DHHS Staff	Short Term
DHHS - CP&S - Worker Resilience, Mindfulness and Team Building	CFS staff will have more skills to help them work with families and become more mindful in their own self care. CFS workers, office techs, and supervisors will work through activities and hear from a trained speaker about mindfulness and working with families who experience trauma.	2	Synchronous Webinar	DHHS Staff	Short Term
DHHS - CP&S [INS] Alternative Response	Participants learn about the Alternative Response process and practice related skills. Topics and skills include: differences between Alternative and Traditional Response cases; recognizing exclusionary and R.E.D. team criteria in family situations; Protective Factors Questionnaire; Alternative Response Consent form and brochure; developing a family plan; case mapping and group supervision; community services and supports available to Alternative Response families; Division of Children and Family Services purchase cards and how and when to utilize those funds; documentation; and case closure in Alternative Response	7	Synchronous	CCFL	Short Term
DHHS - CP&S [INS] Engaging Older Youth	Participants will focus on concepts and processes related to engaging older youth in transitional living planning. Topics include: requirements for completing a transitional living plan, developmental challenges of adolescence, the value of strong cultural identities among racial and ethnic minorities, the importance of sharing decision making with youth, building resilience among youth, and how to improve practice related to youth scholarships, hair care, and participation in religious services	3	Synchronous	CCFL	Short Term
DHHS - CP&S: Background Portal Training Learning Bite (Curriculum)	This training serves as a guide to the process of how the field requests a background check using the new portal. This training provides step by step guidance on using the portal as well as reminders of IV-E eligibility and the importance of being thorough in requests.	0.25	Asynchronous	DHHS Staff	Long Term
DHHS - CP&S: Why ICWA? Historical trauma and resulting social issues	To give a more in-depth look at ICWA and its requirements and a better understanding of indigenous cultures and values and the issues Native people face. In this online seminar, DCFS workers will gain a better understanding of historical trauma for AI/AN people and the historical implications of ICWA beyond what is taught in new worker training.  Learning Objectives:  Why the ICWA was passed and why it is still relevant today  Historical and intergenerational trauma  Disproportionate rates of domestic violence Native women face on and off reservations  Social issues in Indian country – health and mental health disparities and suicide rates	3	Synchronous Webinar	DHHS/ NICWC	Short Term
DHHS - CPS - Learning Lab: Medical Lab: MCOs and Medicaid	Learning Labs are an opportunity to learn more about medical and clinical concerns and resources across the State. This session is focused on Medicaid and the Managed Care Organizations (MCOs). Medicaid and the three MCOs will present and be available for questions.	1	Synchronous Webinar	DHHS Staff/MCO Staff	Short Term
DHHS - Emergenetics - Meeting of the Minds Workshop	The Emergenetics Meeting of the Minds Program is a customizable, highly interactive workshop that meshes Emergenetics insights with your business needs. A Meeting of the Minds is designed to ensure that every participant discovers who they are and understands how they work and communicate. Emergenetics works for organizations because all organizations, big or small, are built on people—how they interact and how they work. We build on these interactional and relationship-oriented aspects to provide results that help businesses operate to their highest potential. Emergenetics ultimately provides organizations with the ability to analyze and value their workforce and better capitalize on human assets—whether in terms of productivity, leadership, decision-making, attitudes, or teamwork.	3	Synchronous Webinar	DHHS Staff	Long Term

<p>DHHS - Emergenetics: Teamwork and Communications Workshop</p>	<p>This session is built for teams who would like to learn more about themselves and their team mates utilizing their Emergenetics profile. This session is provided by DHHS for free for DHHS teams. In order to provide this session to your team, all team members must have completed their Emergenetics profile and a Meeting of the Minds sessions. This course is intended to build teamwork and open communication to your team. In this session we will review the Emergenetics attributes in depth including group participation and discussion of the brilliances and challenges of each attribute. This session will also explore how to meet the communication needs of each attribute in order to improve communication amongst the team. This session also includes WETeam activities to help encourage and build team work.</p>	4	Synchronous	DHHS Staff	Long Term
<p>DHHS - Employee De- Escalation Training</p>	<p>To provide De-escalation Training to all DHHS employees in the Lincoln Metro area with possible expansion of the training throughout the State. This DHHS De-escalation Training is intended to build on past training and experiences and to bring additional awareness to the forefront so that employees can openly discuss, share ideas, techniques and the necessary precautions required while conducting daily DHHS related business.</p>	1.5	Synchronous	Cornwell Preparedness Planning and Security Services (C- PPSS)/DHHS Safety and Emergency Preparedness	Short Term
<p>DHHS - Protection &amp; Safety - SDM Intake Screening Training</p>	<p>Train staff on the SDM System and SDM Intake Assessment including reviewing changes to the tool, and how to train additional staff. DCFS Hotline and QA staff assigned to Hotline reviews will learn about the Structured Decision Making (SDM) System and modification to the SDM Intake Assessment based on Evident Changes fidelity review. Attendees will be trained on the basics of SDM, the SDM Intake Assessment, and modifications to the SDM Intake Assessment.</p>	3	Synchronous	DHHS/ Evident Change	Short Term
<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Business Acumen</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this session, participants will learn to:</p> <ul style="list-style-type: none"> <li>Define business acumen at DHHS</li> <li>Discuss what it means to you and your team</li> </ul>	3	Synchronous	DHHS Staff	Long Term

<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Capstone</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and application of skills obtained throughout program via presentation to the Cohort</li> <li>Reflect on your growth and development through the RISE Cohort</li> </ul>	7	Synchronous	DHHS Staff	Long Term
<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Defining Values to Lead Authentically</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Define your Values</li> <li>Recognize how Values &amp; Leadership Styles manifest in our work</li> <li>Delve into what a Leadership Legacy is &amp; why it matters</li> </ul> <p>Compose the beginning aspects of your Leadership Legacy Statement</p>	3	Synchronous	DHHS Staff	Long Term

<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Effective Communication</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Examine why and how we communicate</li> <li>Discuss communicating between generations</li> <li>Identifying stress in others and promoting wellbeing</li> <li>Review tips and considerations when communicating during uncertain situations</li> </ul>	3	Synchronous	DHHS Staff	Long Term
<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Emotional Intelligence and Empathy</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Recall the 4 components of emotional intelligence</li> <li>Identify skills to build an emotionally intelligent mindset</li> <li>Discuss actions to take to practice Emotional Intelligence and Empathy</li> </ul>	3	Synchronous	DHHS Staff	Long Term

<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Engagement</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p>	3	Synchronous	DHHS Staff	Long Term
<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Getting Radically Candid - Feedback &amp; Feedforward</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Define effective feedback and feedforward methods and dispel myths</li> <li>Identify behavioral attributes to consider to navigate difficult conversations</li> <li>Practice giving feedback through Radical Candor</li> <li>Recall how to maintain an engaged team through effective feedback and feedforward coaching</li> </ul>	3	Synchronous	DHHS Staff	Long Term

<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Innovation, Access, &amp; Belonging</p>	<p>RISE is composed of instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Construct responses to hot topic scenarios to prepare for future situations</li> <li>Discuss Innovation, Access, and Belonging principles and how they fit into DHHS culture and your role as a People Leader</li> <li>Determine how diversity can lead to Innovation</li> <li>Identify ways to increase Access to serve underrepresented populations within our teams and customers</li> </ul> <p><i>Compose an Inclusion Statement for your team to enhance Belonging</i></p>	3	Synchronous	DHHS Staff	Long Term
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<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Leading Change and Cultivating Resilience</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Build awareness of the type of change leader you are</li> <li>Understand the human response to change</li> <li>Develop leadership strategies designed to help others navigate the change journey</li> <li>Explore tools &amp; resources to lead change and cultivate resilience amongst your team</li> </ul>	3	Synchronous	DHHS Staff	Long Term
<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Leading Others</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Examine the difference between managing versus leading</li> <li>Discuss Your Leadership Legacy Statement</li> <li>Determine how to delegate with confidence</li> <li>Identify practices to inspire innovation</li> </ul>	3	Synchronous	DHHS Staff	Long Term

<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Orientation</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Be welcomed into the RISE cohort and introduced to fellow cohort members</li> <li>Be assigned accountability partners for the cohort</li> <li>Review the RISE Syllabus</li> <li>Understand RISE Program Expectations</li> </ul>	3	Synchronous	DHHS Staff	Long Term
<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Tailoring Leadership Practices to Individual &amp; Team Preferences</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Analyze the work of Helping People Live Better Lives</li> <li>Identify practical strategies to tailor your management practices to each teammate</li> <li>Understand the strengths &amp; preferences of your team</li> <li>Discover next steps to improve team performance with your entire group</li> </ul>	3	Synchronous	DHHS Staff	Long Term

<p>DHHS - RISE: Respect, Inspire, Serve, Educate - Transcending Your Growth Edge</p>	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p> <p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <ul style="list-style-type: none"> <li>Understand the importance of mindset and perception to transcend your growing edge</li> <li>Define your One Big Thing - the self-improvement goal that would make you a better leader</li> <li>Discuss how SCARF assessment results relate to Hidden Commitments</li> <li>Determine how to get one foot off the brake by composing an Immunity to Change Map to test Big Assumptions</li> </ul>	3	Synchronous	DHHS Staff	Long Term
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	<p>RISE is composed of Instructor-led sessions and pre- and post-course work. RISE will offer you leadership training in a cohort of DHHS People Leaders based on your application and approval by a selection committee. RISE courses will focus on crucial leadership issues. The fundamental rules of supervision haven't changed much, but the circumstances in which people leaders are asked to lead have. Working with a diverse, fast-paced, multi-generational workforce presents its own challenges. Is the job of a people leader tough? Yes. It's also one of the most important roles within an organization! No one impacts the level of engagement more than a teammate's immediate leader. RISE will ground you in the tried-and-true foundations of leading people and teaches you innovative ways to practically apply the skills in your day-to-day role as a leader.</p>				
DHHS - RISE: Respect, Inspire, Serve, Educate - Trust	<p>Upon completion of the program, participants will have developed and refreshed their skills acumen. Through practical application in the course, participants will be able to immediately apply the competencies and techniques learned in their day-to-day role as a leader.</p> <p>During this course, participants will learn to:</p> <p>Define Trust and its value in the workplace</p> <p>Explain how Trust is an essential element of successful leadership</p> <p>Identify qualities of Trust in a leader</p> <p>Identify activities and tools to build and sustain trust on a team</p>	3	Synchronous	DHHS Staff	Long Term
Foster Care Review Office Learning Bite	<p>Since 1982 the Foster Care Review Office (FCRO) has been the independent state agency responsible for overseeing the safety, permanency, and well-being of all children who are out of home or who have been in out of home care in Nebraska. Through a process that includes case reviews, data collection and analysis, and accountability, the FCRO is the authoritative voice for all children and youth who have been placed out of home. This learning bite provides a brief overview of the creation of the FCRO, the process in which they review cases, the expectations of the CFS Specialist when one of their families is being reviewed, and additional resources provided by the FCRO.</p>	0.25	Asynchronous	DHHS Staff	Long Term
Health Services Training: Dental	<p>This learning bite provides staff with a brief review and resources on dental health needs of the youth we serve.</p>	0.08	Asynchronous	DHHS Staff	Long Term
Health Services Training: Physical Health	<p>This learning bite provides staff with a brief review and resources on physical health needs of the youth we serve.</p>	0.08	Asynchronous	DHHS Staff	Long Term
Health Services Training: Vision	<p>This learning bite provides staff with a brief review and resources on vision health needs of the youth we serve.</p>	0.08	Asynchronous	DHHS Staff	Long Term
ICPC Quarterly Calls: Expedited Requests	<p>The Nebraska ICPC Office staff hosted Quarterly ICPC Calls to learn more about interstate/ out of state placements, the NEICE system, and placements made in Nebraska from other states. This session focused on: • Expedited Requests • How to get an expedited request • Who qualifies • Timeframes involved</p>	1	Synchronous Webinar	DHHS Staff	Short Term
ICPC Quarterly Calls: Facility Placements	<p>The Nebraska ICPC Office staff hosted Quarterly ICPC Calls to learn more about interstate/ out of state placements, the NEICE system, and placements made in Nebraska from other states. This session focused on: Facility Placements • Review documentation required for facility placement requests • Review state-specific requirements • Info sharing on facility programs across the nation</p>	1	Synchronous Webinar	DHHS Staff	Short Term
ICPC Quarterly Calls: Supervision for other states	<p>The Nebraska ICPC Office staff hosted Quarterly ICPC Calls to learn more about interstate/ out of state placements, the NEICE system, and placements made in Nebraska from other states. This session focused on: Supervision for Other States • Review CFSSS' and supervisors' roles when assigned to a child placed from another state • Completing supervision reports</p>	1	Synchronous Webinar	DHHS Staff	Short Term

ICPC Quarterly Calls: Making an ICPC Request	The Nebraska ICPC Office staff hosted Quarterly ICPC Calls to learn more about interstate/ out of state placements, the NEICE system, and placements made in Nebraska from other states. This session focused on: Making an ICPC Request • Review documentation required for ICPC requests • How to complete a Form 100A and Cover Letter • Completing a Statement of Case Manager with a proposed placement resource	1	Synchronous Webinar	DHHS Staff	Short Term
Interpretation & Translation Services	Learn WHEN and HOW to use interpretation services and how to access them. This training walks through how to access the language line, in-person service area contact pool and open market agreements. Information on documentation translation services is also provided.	0.25	Asynchronous	DHHS Staff	Long Term
Learning Lab: Medical Services	Learning Labs are an opportunity to learn more about medical and clinical concerns and resources across the State. Each session Medical Services Director, Dr. Wittry will present information on trending topics in the medical services community, as they relate to the children and families we serve.	1	Synchronous Webinar	DHHS Staff	Short Term
Learning Lab: Medical Services: Common Mental Health Diagnosis and Treatment	Learning Labs are an opportunity to learn more about medical and clinical concerns and resources across the State. This session Medical Services Director, Dr. Wittry along with the Wellbeing Initiative provides information on reducing stigma associated with mental health and substance use needs.	1	Synchronous Webinar	DHHS Staff/ Wellbeing Initiative	Short Term
Learning Lab: Medical Services: Early Childhood Mental Health	Learning labs are an opportunity to learn more about medical and clinical concerns and resources across the State. This session will focus on Early Childhood Mental Health, including concerns, treatment and services.	1	Synchronous Webinar	DHHS Staff	Short Term
Learning Lab: Medical Services: Mommy and Me Residential Programs	Learning Labs are an opportunity to learn more about medical and clinical concerns and resources across the State. This session will focus on Family Based Substance Use Residential Treatment (Mommy and Me) Programs.	1	Synchronous Webinar	DHHS Staff	Short Term
Learning Lab: Medical Services: Naloxone Education Training	Learning Labs are an opportunity to learn more about medical and clinical concerns and resources across the State. This session Medical Services Director, Dr. Wittry along with The Division of Public Health will present information on Naloxone Education Training, related to information about overdoses.	1	Synchronous Webinar	DHHS Staff	Short Term
National Youth in Transition Database (NYTD) Microlearning	The National Youth in Transition Database (NYTD) collects information on youth and young adults through surveys completed by youth at ages 17, 19 and 21 and are used to guide policy and decision making to ensure that the needs of the youth are met throughout their time in care. This microlearning provides field staff with an overview of NYTD to ensure they are prepared to assist any youth they work with who meet the qualifications for participation.	0.25	Asynchronous	DHHS Staff	Long Term
Nebraska Safety Organized Practice Online Course	Safety Organized Practice (SOP) is a collaborative approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief of SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and wellbeing for children. This method combines practices from solution-focused techniques, Signs of Safety, trauma-informed practice, Structured Decision Making™ (SDM), and cultural humility. This 90-minute self-paced training offers a concise exploration of the array of tools employed in Safety Organized Practice.	1.5	Asynchronous	DHHS Staff	Long Term
Noontime Knowledge: 2024 Legislative Overview	A comprehensive overview of the 2024 Legislative Session in Nebraska, focusing on bills directly impacting child welfare. This webinar will delve into key legislative proposals, providing insights and analysis to help you navigate potential changes and their implications for child welfare practices. Stay informed and prepared to advocate for the best interests of children in our state.	1	Synchronous Webinar	DHHS Staff	Short Term

Noontime Knowledge: 2024 Legislative Overview (Recording)	A comprehensive overview of the 2024 Legislative Session in Nebraska, focusing on bills directly impacting child welfare. This webinar will delve into key legislative proposals, providing insights and analysis to help you navigate potential changes and their implications for child welfare practices. Stay informed and prepared to advocate for the best interests of children in our state.	1	Asynchronous	DHHS Staff	Long Term
Noontime Knowledge: 988	988 is a national effort, organized at the state level to meet the growing need for crisis intervention and save lives. When you've got a medical emergency, you may call your doctor on-call, or go to a clinic, urgent care, or an emergency room. You may call the police, fire department or ambulance/rescue emergency, you may call 911. When you have a mental health or substance use emergency, many do not know who to call. You may call your doctor on-call for advice, you may call the police not knowing who else to call, you may go to an emergency room, you may call the Nebraska Family Helpline, you may call 911..... but NOW you can call 988. Kyle Kinney, LMHP Program Manager of the 988 NE Suicide & Crisis Lifeline and the Nebraska Family Helpline & Heather Nelson, Emergency Services Program Specialist at the Division of Behavioral Health facilitated a webinar to learn more about what happens when you call 988, what the data shows about the first year of 988 being in use as well as how these services can benefit the families we work with.	1.5	Synchronous Webinar	DHHS Staff/988	Short Term
Noontime Knowledge: Central Registry	This training walks through the different types of Central Registry entry findings, including minors on the Central Registry, and what evidence is needed for someone to be placed on the Central Registry. The training will also cover expungements, expungement appeal hearings, and Central Registry background checks. The training will allow opportunities to practice and ask questions.	1.5	Synchronous Webinar	DHHS Staff	Short Term
Noontime Knowledge: Critical Incidents	A Critical Incident is an event that is out of the range of expected experiences, these include the death or near death of a child or the arrest of a State Ward. This training reviews the process of reporting critical incidents to ensure effective communication with all individuals who need to know. In this training we will review the required forms, best practice for completing the forms and provide an opportunity to practice completing a critical incident report form.	1	Synchronous Webinar	DHHS Staff	Short Term
Noontime Knowledge: Interstate Compact on the Placement of Children	The Interstate Compact on the Placement of Children (ICPC) is a law which assists in the placement of children from one state to another. ICPC requirements ensure that children have access to the same protections and services as if they stayed in their home state. This training discusses the basics of the ICPC process, placement types, timeframes, and other key points.	1	Synchronous Webinar	DHHS Staff	Short Term
Noontime Knowledge: Legislative Updates (2023)	Laura Opfer, Deputy Director of CFS Policy and Legislative Services provides an update and overview of legislative bills that impact Children & Family Services such as LB14 among others for the Spring 2023 session.	1	Synchronous Webinar	DHHS Staff	Short Term
Noontime Knowledge: Legislative Updates (2023) (Recording)	Laura Opfer, Deputy Director of CFS Policy and Legislative Services provides an update and overview of legislative bills that impact Children & Family Services such as LB14 among others for the Spring 2023 session. This is a recorded session.		Asynchronous	DHHS Staff	Long Term
Noontime Knowledge: Medical Services	An introduction to Medical Services with Dr. Wittry, Medical Services Director. Learn more about Dr. Wittry, his role, when and how to utilize his services, as well as information on Clinical Staffing with Central Office or Utilization Management.	1	Synchronous Webinar	DHHS Staff	Short Term
Noontime Knowledge: Practice and NFOCUS Updates	Ahead of the April 16, 2023 NFOCUS Major Release, this training demonstrates the changes being made to the Parenting Time and Visitation Plan as well as updates to the Court Report within NFOCUS	1.5	Synchronous Webinar	DHHS Staff	Short Term
Noontime Knowledge: Safety Goals	Safety Organized Practice: Safety goals are clear statements about what actions the parent(s) or caregiver(s) will take, with the support of their network, to help everyone involved with the family know that the child will be safe. This training will review tips and tricks for creating these goals and how to document them in NFOCUS.	1	Synchronous Webinar	DHHS Staff	Short Term

Noontime Knowledge: Special Education Advocacy	Lauren Micek Vargas of the Education Rights Counsel, Angela Miles, DHHS Wellbeing Administrator and Allison Wilson, DHHS Program Specialist provided a discussion of student education rights under State and Federal Law.	1.5	Synchronous Webinar	DHHS Staff/ Laruen Micek Vargas, Education Rights Council	Short Term
Noontime Knowledge: Special Education Advocacy (Recording)	Lauren Micek Vargas of the Education Rights Counsel, Angela Miles, DHHS Wellbeing Administrator and Allison Wilson, DHHS Program Specialist provided a discussion of student education rights under State and Federal Law.(Recorded Session)		Asynchronous	DHHS Staff/ Laruen Micek Vargas, Education Rights Council	Long Term
SDM Intake Assessment Training for Field Staff	The Structured Decision Making (SDM) Model is a decision support system informed by research, policy, and best practices. This training reviews the Intake tool, completed by Hotline Staff to determine if calls they receive should be accepted, and the priority level for response. This training is meant to provide insight for field staff on the tool used by the hotline.	1	Asynchronous	DHHS Staff	Long Term
Triage & Crisis Placement Learning Bite	This learning bite takes you through the process of triage and crisis placement services.	0.25	Asynchronous	DHHS Staff	Long Term

**Legal/Judicial Training**

Course Title	Description	Expected Delivery Hours	Venue	Trainer(s) Leads(s)	Duration	Title IV-E Administrative Functions that the Training Serves	Base FFP Rate
2023 Fall Judge's Conference	Annual Judges Conference	8	Synchronous	Judge Lunge	Short-term	Judicial Training	75%
Nebraska Young Child Institute	Conference for multidisciplinary professionals to connect on issues to improve outcomes of young children	8	Synchronous	Multi-Trainers	Short-term	Judicial Training	75%
CANI	Child Abuse and Neglect Institute for new judges	24	Synchronous	Multi-Trainers	Short-term	Judicial Training	75%