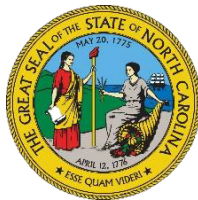




CWEC **Child Welfare** **Education Collaborative**

Policy and Procedure Manual ***for STUDENTS***

March 2025



Department of Health and Human Services
Division of Social Services

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Introduction

Overview of the Child Welfare Education Collaborative

The Adoption Assistance and Child Welfare Reform Act of 1980 authorized Title IV-E training funds, which allow federal reimbursement for the cost of training and educating child welfare workers in BSW and MSW programs. The Act encouraged state/university partnerships to educate and elevate the professional skills of case workers and those interested in working in public child welfare.

The North Carolina Department of Health and Human Services, Division of Social Services (NCDHHS DSS) is working collaboratively with North Carolina Universities/Colleges to administer the Child Welfare Education Collaborative (CWECC) to prepare undergraduate and graduate social work students for careers in public child welfare. The program is one strategy to address the need for a qualified and committed workforce to serve the state's vulnerable children and their families.

CWECC is for students who are interested in pursuing a career in public child welfare social work. The program offers financial assistance for "Scholar" students who are selected through an application process and who commit to working for a county DSS agency for at least one year post graduation. "Waiver" students do not receive financial assistance and must complete the academic and internship requirements to be considered a CWECC graduate. The processes outlined in this manual apply to all CWECC students (Scholar and Waiver) unless otherwise noted.

Mission and Goals

Mission

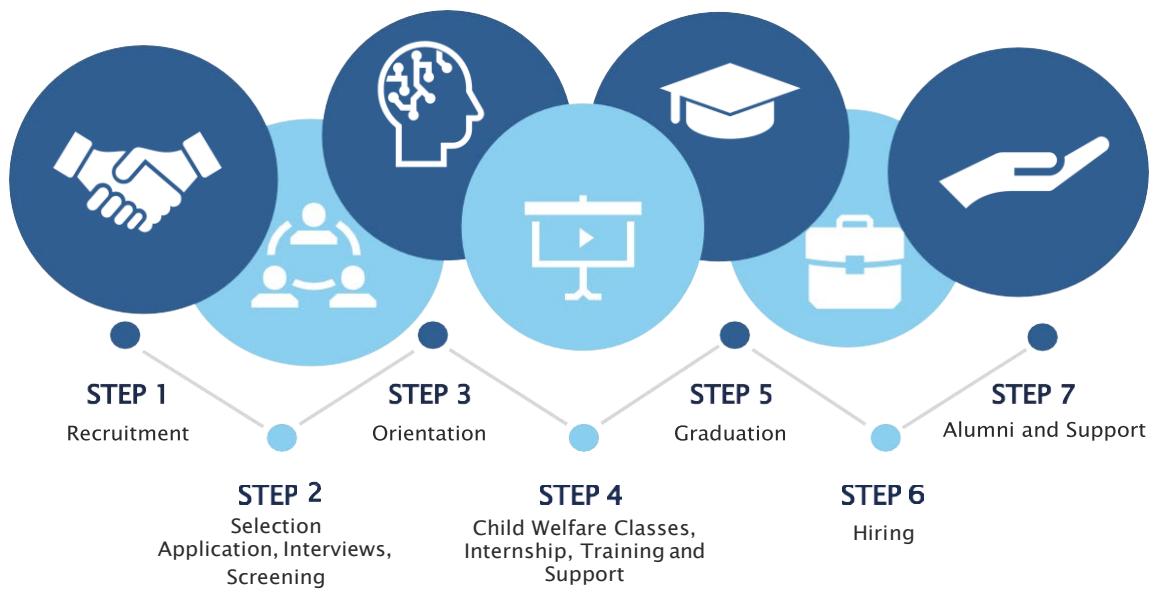
The mission of the North Carolina Child Welfare Education Collaborative (CWECC) is to strengthen the public child welfare workforce in North Carolina, thus improving outcomes for families and children.

Goals

- To develop and maintain strong partnerships with all involved parties to provide the best educational experience for CWECC students.
- To provide educational support to students who are interested in working in public child welfare in North Carolina upon graduation.
- To deliver a unique opportunity for CWECC students to complete the required North Carolina child welfare pre-service training while earning a Bachelor of Social Work (BSW) or Master of Social Work (MSW) degree.
- To provide students with real work experience through field placements at County Departments of Social Services (DSS), specifically in CPS Assessments, CPS In-Home Services and Permanency Planning/Foster Care.
- To invest in the CWECC program to strengthen the child welfare workforce and their ability to achieve positive outcomes for children and families.

Overview of the Steps in the Child Welfare Education Collaborative Program

North Carolina Child Welfare Education Collaborative Scholars Program



Roles and Responsibilities

Table 1. Child Welfare Education Collaborative Roles and Responsibilities

Students	<ul style="list-style-type: none"> • Consult with their university to get general information about CWEC • Obtain approval from their university to submit CWEC application • Visit the CWEC website to familiarize themselves with the CWEC process • Attend orientation and complete the FERPA (release of information) form • Complete all required coursework, forms, and training • Contact the County DSS of their choice to apply for a child welfare field placement • Complete an application and interview process for field placement, as required by County DSS agency • Submit to criminal background and drug screen prior to internship approval. • Comply with County DSS policies and expectations • Complete all internship requirements with focus in CPS Assessments, CPS In-Home Services, and/or Permanency Planning/Foster Care. • Fulfill program work requirement (for CWEC Scholars)
Universities	<ul style="list-style-type: none"> • Recruit and orient students to program • Interview and recommend students for CWEC program

Table 1. Child Welfare Education Collaborative Roles and Responsibilities

	<ul style="list-style-type: none"> • Seek NCDHHS DSS approval of recommended applicants and students • Serve as a resource and coordinator for CWEC Students • Incorporate the curriculum <i>Pre-Service: Child Welfare in North Carolina</i> in required child welfare courses • Submit a curriculum analysis to NCDHHS DSS that outlines how students will fulfill Pre-Service Training requirements through coursework • Ensure on-the-job training/transfer of learning activities from Pre-Service are completed by students at internship sites • Ensure students complete all CWEC program requirements including required orientation, training, coursework, and internships with a focus in CPS Assessments, CPS In-Home Services, and/or Permanency Planning Foster Care. • Establish and maintain relationships with county DSS offices for internship sites
NCDHHS-Division of Social Services	<ul style="list-style-type: none"> • Support universities in developing recruitment materials • Approve university recruitment materials • Send reminders to universities of upcoming application periods • Co-host Q&A sessions for potential CWEC students • Review applications and select candidates for interviews • Notify universities of selected applicants • Participate on interview panels • Approve final selection of candidates • Provide universities material for orientation sessions • Provide universities Pre-Service training curriculum and competencies. • Review and approve child welfare courses • Request annual updates to curriculum and reevaluate if needed. • Provide universities with notification of changes to Pre-Service training. • Work with universities to establish CWEC field education standards
University of North Carolina Chapel-Hill Family and Children's Resource Program (FCRP)	<ul style="list-style-type: none"> • Make UNC's Gateway (web-based system) available to NCDHHS DSS, University Partners, and CWEC current and prospective students for submission of continuation review and application forms. • Authorize NCSWlearn.org accounts for CWEC students who are currently in practicum placement in a County DSS child welfare unit. • Offer supplemental trainings

Table 1. Child Welfare Education Collaborative Roles and Responsibilities

County Departments of Social Services	<ul style="list-style-type: none"> • Provide child welfare internship opportunities in CPS Assessments, CPS In-Home Services and/or Permanency Planning/Foster Care program areas • Train staff on the CWEC program and the roles and responsibilities of county Field Supervisors and Task Managers • Develop an internal process for screening and selecting interns to include criminal background and/or drug screens. • Communicate with CWEC University Coordinators to assist with identifying students' strengths and areas of interest • Work with universities and students to ensure all components of learning agreements are completed • Support students by proactively addressing secondary traumatic stress
North Carolina Association of County Directors of Social Services (NCACDSS)	<ul style="list-style-type: none"> • Support and strengthen the efforts of the CWEC program by working jointly with NCDHHS DSS, University Partners and County DSS agencies • Serve as a liaison to the university/college Field Directors and the County Field Instructors • Increase the number of social work students interested in a child welfare education, field placements at a county child welfare agency, and a career in child welfare • Provide counties with technical support to assure high-quality placements and productive learning environments throughout the year • Develop a field director's handbook to be distributed to NCDHHS DSS, FCRP and University partners • In partnership with NCDHHS DSS, provide County Field Directors Training at least once per semester, Fall and Spring • Develop a roster of statewide County DSS placement opportunities prior to the Fall, Spring semesters, and Summer sessions. The roster will include CWEC approved placements only (CPS Assessments, In-Home and Permanency Planning)

Student Recruitment

University partners are responsible for promoting and recruiting students to apply to the Child Welfare Education Collaborative (CWECC). NCDHHS DSS will send reminders of upcoming application periods to university partners. University partners may collaborate with NCDHHS DSS to develop a CWECC brochure for dissemination to potential collaborative students. NCDHHS DSS and university partners will co-host two CWECC Question and Answer sessions a year. These sessions will occur in the spring and fall prior to the application deadline for the following semester.

All materials and Question and Answer sessions will direct applicants to the [CWECC website](#) for additional information.

It is strongly recommended that universities collaborate with county DSS agencies to plan and advertise recruitment events.

Student Selection

Application Process

Table 2. Application Process Overview

	Task	Process
1.	Approval to Apply	Interested applicants contact their University Coordinator for approval to apply to CWECC
2.	Apply Online	Students with approval will apply via the Collaborative Gateway: gateway.unc.edu
3.	Follow Up	A week prior to the application deadline, universities will check the application status of approved students in the Collaborative Gateway and follow up with students who received university approval and have not completed the application
4.	Confirmation	An email confirmation is generated when applications are submitted successfully
5.	Application Review and Interview Notification	NCDHHS DSS will review and approve applicants within two weeks of the submission deadline. Applicants will be notified via email of the outcome within 3 weeks and approved applicants will receive guidance on the next steps in the interview process.

Step 1: Approval to Apply

Students interested in participating in CWECC must contact their University Coordinator for approval prior to submitting their application. A list of participating universities and contact information for University Coordinators are located on the CWECC website.

Step 2: Apply On-Line

Once students have approval from their university, they will apply via: [The Collaborative Gateway \(www.gateway.unc.edu\)](http://www.gateway.unc.edu).

- BSW Applications for the Fall semester are due by the second Friday of February.
- BSW Applications for the Spring semester are due by the fourth Monday of September.
- MSW Applications for the Fall semester are due by the second Friday in March
- MSW Advance Standing Applications for the Fall semester are due by the third Friday in April.
- MSW Applications for the Spring semester are due by the second Friday in October.
- MSW Advance Standing Applications are due by the second Friday in November.

Step 3: Follow-Up

A week prior to the application deadline, universities will check the application status of approved students in the Collaborative Gateway and follow up with students who received university approval and have not completed the application. Universities will offer support to prospective applicants by answering questions or providing available resources.

Step 4: Confirmation

Applicants will receive confirmation via email once their application is successfully submitted.

Step 5: Application Review and Interview Notification

NCDHHS DSS will review, approve applicants, and notify universities of decisions within two weeks of the submission deadline. Universities will then notify applicants via email of the outcome and approved applicants will receive guidance on the next steps in the interview process. All notices will be sent within three weeks after the application due date to students and NCDHHS DSS will be copied on correspondence for record keeping.

Eligibility Criteria

The collaborative is available to students enrolled in a BSW or MSW social work program formally affiliated with the Collaborative who are committed to pursuing a career in public child welfare. There are 21 North Carolina university schools of social work affiliated with the Collaborative. Applicants must receive approval to apply through their University Coordinator. Contact information for each university is located on the [CWECC website](#) or by clicking the school's link below.

Table 3. Affiliated Schools

CWECC Colleges and Universities		
Appalachian State*	Johnson C. Smith University	UNC Chapel Hill**
Barton College	Mars Hill University	UNC Charlotte
Bennett College	Methodist University	UNC Greensboro
Campbell University**	NC A&T University*	UNC Pembroke**
East Carolina University*	NC Central University**	UNC Wilmington**
Elizabeth City State University**	NC State University	Western Carolina
Fayetteville State University	Shaw University**	

*Stipend Innovation Zone

**Inactive for academic year 2024-25

Screening

The University will review all applicants within one week of the application deadline. The university will screen applicants based on enrollment status in a BSW or MSW social work program in their university, approval to apply from the University Coordinator, application responses, commitment to work in child welfare after graduation, resume, and three reference letters. Approved application packets will be sent to NCDHHS DSS one week after the CWECC application due date. NCDHHS DSS will make a final decision after screening the packets based on the same screening criteria. NCDHHS DSS will send their final approved list of applicants to the universities within one week of receiving applications. The university will contact approved applicants to set up their interview within three weeks after the CWECC application due date. They will follow the CWECC Interview Scheduling Call Script. It is critical to remind the interviewee of the work commitment after graduation and to prepare them to identify their top three choices for internship sites. The university will schedule the preferred candidate interviews within (7) business days after approval.

Interview Process

Scheduling

The university will send the student an email confirming the interview date and time within one business day of the CWEC Interviewing Scheduling Call. This email will provide basic information about the types of questions that will be asked, the competencies, writing samples, and a list of possible internship sites. This email will also direct the candidate to complete three tasks before the interview: watch the realistic job preview video, complete the Employee Self-Assessment, and select their top three internship sites. A calendar appointment will be sent immediately after the interview confirmation email.

CWEC Interview Protocol

CWEC has a structured interview process to promote consistency across participating colleges and universities. The interview is designed to help the applicant and interview team determine if the CWEC program is a good fit for the applicant. It also assesses the applicant's commitment to social work practice in child welfare after graduation. All interviews will follow the CWEC Interview Protocol (CIP), which includes pre-work for applicants and guidelines for the actual interview.

As CWEC is a partnership between universities, NCDHHS DSS, and County DSS agencies, interview panels will include:

- NCDHHS DSS representative
- County DSS leader
- University representative

All panelists will be trained in the CWEC interview process.

Table 4. CWEC Interview Protocol

Component	Time	Description
Applicant Preparation		
Realistic Job Preview Video	30 minutes (applicant only)	Encourage the applicant to watch a realistic job preview video before the face-to-face interview. The video depicts a “day in the life” of a frontline child welfare social worker and includes professionals who discuss the rewards and challenges of the work in public child welfare.
Employee Self-Assessment	10 minutes (applicant only)	During the interview, confirmed that the candidate had an opportunity to complete the self-assessment. The scores are for the candidate only.

Table 4. CWEC Interview Protocol

Component	Time	Description
Interview		
In-Basket Scenario	20 minutes	Each applicant will respond to one in-basket scenario by providing a brief written rationale for the ranking of the most important and least important tasks. Members of the interview panel will discuss the written rationales for the in-basket decisions made by the applicant.
Review of Interview Questions	15 minutes	Each applicant will receive a copy of the CWEC Interview Questions 15 minutes prior to the start of the interview. They can take notes and utilize the notes as prompts in the interview. The candidate must return the CWEC Interview Questions to panel members at the close of the interview.
Competency Based Structured Interview	30-40 minutes	Standard CWEC Interview questions used in all interviews.

Preparing for the Interview

Interviews can be held virtually or in-person. The University Coordinator will make the final decision whether to have the interview virtually or in-person and will serve as the lead panelist.

In advance of the interview, students will receive a link to the virtual interview and applicant packets including:

- Description of the interview process
- Copy of the In-Basket Scenario with instructions
- Field Placement Preference form

In advance of the interview, the lead panelist is responsible for

- Setting up a virtual platform to hold the interview (For example, Zoom) and/or securing a private location to conduct the interview
- Ensuring applicant packets are complete and students have access to a computer, writing utensils and a private area to complete the pre-work
- Eliminating distractions (e.g., cell phones)
- Dividing interview responsibilities and questions among panel members

Establishing and Communicating Procedures

At the beginning of the interview, the lead panelist is responsible for

- Facilitating introductions of panelist and applicant
- Explaining the purpose and format of the interview
- Explaining confidentiality
- Addressing applicant questions regarding the process

Conducting the Interview

During the interview, all panel members are responsible for

- Ensuring the protocol is followed and all questions are asked
- Asking follow-up questions as needed if applicant responses are not clear
- Evaluating student responses on a score sheet
- Ensuring they have a working camera that is on during the entirety of the interview.
- Maintaining eye contact and demonstrating active listening
- Not interrupting the applicant

Closing the Interview

To conclude the interview, panel members will

- Allow applicants to ask questions about the program
- Explain next steps in the process, including timeframes and how decisions are communicated
- Provide contact information for NCDHHS DSS as an additional resource
- Collect field placement preferences, the In-Basket scenario, and interview questions
- Thank the applicant for their time and participation.

Scoring and Ranking Interviews

- Panelists individually score responses to each interview question and are encouraged to make notes during the interview to support their scores. See Appendix E for Interview Question and Scoring Sheet.
- After all individual ratings are completed, the panel briefly discusses each category and arrives at a mutually agreed upon score. This score with the group's comments will be recorded in the Interview Summary Report (See Appendix F)
- The panel will then assign a rank to each applicant. The rank is based on the panel's assessment of the applicants "fit" for traineeship award and on a scale of one to five. High rank would reflect the panel's assessment of the applicant's commitment to work in child welfare and the applicant's potential to successfully meet the requirements of the Collaborative.
- The rank is added to the Interview Summary Report, which is signed by all panelists and included in the applicant's file. be signed by all panelists and become part of the application file.
- The lead panelist will document the scores from all interviews on the CWEC Interview Final Ranking sheet and return all interview materials and completed protocols to NCDHHS DSS. (See Appendix G for Interview Final Ranking Sheet.)

Final Screening

Reference Checks

The university is responsible for checking applicant references. When reference checks are complete, the university will do a final review of the preferred candidate's packet making sure all documents are included and will verify the students BSW or MSW program status. They will send the preferred candidates' packets to NCDHHS DSS for review and approval.

Notification

Upon approval from NCDHHS DSS, universities will notify selected applicants of their acceptance into the CWEC program. Notifications will include information about next steps and program orientation.

Background Check and Drug Screens

CWEC students must be able to pass drug screens and criminal background checks as part of the internship application process. Requirements related to drug screens and criminal background checks should be addressed at orientation and are included in the student agreement.

Orientation

Each university will hold an orientation session every semester for new CWEC students. The Orientation Session should include the following:

- Overview of the CWEC Scholars Program goals and objectives
- Review of Roles and Responsibilities for CWEC key players including student responsibilities
- Review of CWEC Scholars Program Student Checklist, including required courses and internship expectations
- Performance expectations
- Question and Answers

The University CWEC Coordinator is responsible for facilitating the orientation session for each new class of students. County DSS leaders and CWEC alumni should be invited to speak and network at the orientation session.

Schools must ensure Scholar recipients sign the Student Agreement during the orientation session. Copies of all Student Agreements must be uploaded into the student's file and sent to NCDHHS DSS.

Curriculum

All CWEC participants are required to complete child welfare specific courses as a part of the program and to satisfy the requirements for pre-service training. Universities are responsible for ensuring the content covered in the NCDHHS DSS course *Pre-Service: Child Welfare in NC* (Core Weeks 1-6) is reflected in child welfare specific courses.

Child Welfare Track

To support student preparation for a career in child welfare, participating universities will define a “Child Welfare Track” within their BSW and/or MSW programs. The Child Welfare Track should include courses required by the university and suggested electives that are most relevant to skills and competencies needed as a frontline child welfare social worker. The University CWEC Coordinator will maintain updated documentation of the courses considered part of The Child Welfare Track. This information will be sent to students upon acceptance into the program and reviewed during individual meetings with the University CWEC Coordinator prior to course registration each semester.

Required Courses

Pre-Service Training: Child Welfare in North Carolina for new child welfare workers consist of online pre-work modules and instructor-led, classroom-based Core training.

Pre-Work Online e-Learning Modules

There are ten (10) total modules required as pre-work. These modules are a prerequisite to Pre-Service Training and a required component of the curriculum for CWEC students. The 10 e-learning modules include:

- The North Carolina Child Welfare Practice Standards Worker Training Series for:
 - 1) Assessing
 - 2) Communicating
 - 3) Engaging
 - 4) Implementing
 - 5) Planning
- The following e-learning:
 - 1) Introduction to North Carolina Child Welfare Script
 - 2) Child Welfare Process Overview
 - 3) Introduction to Human Development
 - 4) Maslow’s Hierarchy of Needs
 - 5) History of Social Work and Child Welfare Legislation

Core Training Overview

Core training is required for all new child welfare staff, regardless of degree or experience. This course will provide an overview of the roles and responsibilities of a child welfare social worker in North Carolina working with families throughout their involvement with the child welfare system. The course provides opportunities for skills-based learning labs. Core training includes 126 hours (18 days) of classroom-based training, completed over six consecutive weeks.

Throughout the pre-service training, learners will have the required homework assignments to be completed within prescribed timeframes.

In addition to classroom-based learning, students will be provided with on-the-job training at their field placements DSS agencies. During on-the-job training, supervisors will provide support to students through the completion of an observation tool, coaching, and during supervisory consultation.

Week One:

1. Child Welfare Overview, Roles, and Responsibilities
 - a. What is Our WHY?
 - b. Roles and Responsibilities
 - c. Identification of Child Abuse and Neglect
 - d. Mandated Reporting
2. Interviewing Skills Learning Lab
 - a. The Social Work Interview
3. Assessing Skills Learning Lab
 - a. Assessing in Child Welfare
4. Diversity, Equity, Inclusion, and Bias
 - a. Self-Assessment of Bias
 - b. Cultural Humility and Considerations for Family Engagement
 - c. Inclusion
 - d. Institutional Racism in Child Welfare
 - e. Disproportionality in Child Welfare
 - f. Implicit Bias in Child Welfare
 - g. Equity and Equality
 - h. Culturally Diverse Services

Week Two:

1. Diversity, Equity, Inclusion, and Bias (continued)
 - a. Considerations for LBTQIA+ Youth
2. Indian Child Welfare Act (ICWA)
 - a. Placement Preferences
 - b. Cultural Considerations
 - c. Family and Tribal Engagement
 - d. Notice to Tribes
3. Engaging Families through Family-Centered Practice
 - a. Using Family-Centered Practice to Engage Families
 - b. Using Family-Centered Practice to Engage Families Learning Lab
 - c. Using a Strengths-Based Perspective
 - d. Using a Strengths-Based Perspective Learning Lab
 - e. Courageous Conversations
 - f. Courageous Conversations Learning Lab
 - g. Conflict Resolution
 - h. Involving Fathers, Non-Resident Parents, and Relatives
 - i. Engaging Fathers Learning Lab
 - j. Engaging Incarcerated Parents Learning Lab
 - k. Child and Family Team (CFT) Meetings
 - l. Child and Family Team (CFT) Meetings Learning Lab

Week Three:

1. Engaging through Family-Centered Practice (continued)
 - a. Developing Goals with the Family
 - b. Family Services Agreements
 - c. Developing Goals with the Family Learning Lab

- d. Preparing the Child and Family for Court
- e. Family-Centered Practice Learning Lab
- 2. Quality Contacts
 - a. Why Quality is Important?
 - b. Preparation for Quality Contacts
 - c. Quality Contacts
 - d. Quality Contacts Learning Lab
- 3. Overview of Child Welfare Process: Part 1 Intake and CPS Assessments
 - a. Intake Process and Strategies
 - b. Intake Learning Lab
 - c. Overview of CPS Assessments
 - d. Safety vs. Risk
 - e. Caregiver Protective Capacities
 - f. Tools for Assessments
 - g. Safety Assessment
 - h. CPS Assessment Learning Lab

Week Four:

- 1. Overview of Child Welfare Process: Part 1 Intake and CPS Assessments (continued)
 - a. Safety Assessment (continued)
 - b. Safety Planning and Temporary Parental Safety Agreements
 - c. Additional Information to Support Assessment
 - d. Risk Assessment
 - e. Family Assessment of Strengths and Needs
 - f. Assessment Decisions
 - g. CPS Assessment Learning Lab
- 2. Overview of Child Welfare Processes, Part 2: In-Home Services
 - a. Engaging Families: In-Home Services
 - b. Engaging Families in In-Home Services Learning Lab
 - c. Developing and Monitoring In-Home Family Services Agreements (IH-FSA)
 - d. Interviewing for Strengths and Needs Learning Lab
 - e. In-Home Services: Safe Case Closure
 - f. Safe Case Closure Learning Lab

Week Five:

- 1. Overview of Child Welfare Process, Part 3: Permanency Planning Services
 - a. Placement
 - b. Preparing for Placement Learning Lab
 - c. Placement Learning Lab
 - d. Working with Relatives
 - e. Diligent Search Learning Lab
 - f. Caseworker Contacts
 - g. Family Time
 - h. Family Time Learning Lab
 - i. Shared Parenting
 - j. Shared Parenting Learning Lab
 - k. Permanency Planning Family Services Agreement
 - l. Permanency and Permanency Planning
 - m. Reunification Learning Lab
 - n. Adoption Learning Lab

Week Six:

1. Overview of Child Welfare Process, Part 3: Permanency Planning Services (continued)
 - a. Permanency and Permanency Planning (continued)
 - b. Monitoring and Reassessment: Permanency Planning Family Services Agreement
 - c. Achieving Permanency and Safe Case Closure
 - d. Preparing Children for Permanency Learning Lab
2. Key Factors Impacting Families and Engaging Communities
 - a. Partnering with Community Services to Support Families
 - b. Addressing Biases and Assumptions Related to Domestic Violence, Substance Use, Child Sexual Abuse, and Human Trafficking
 - c. Engagement and Service Matching for Families Impacted by Substance Use Disorder
 - d. Engagement and Service Matching for Families Impacted by Domestic Violence
 - e. Engagement and Service Matching for Families Impacted by Mental Health Concerns
 - f. Engagement and Service Matching for Families Impacted by Sexual Abuse
 - g. Engagement and Service Matching for Families Impacted by Child Human Trafficking
3. Documentation
 - a. Quality Documentation
 - b. Confidentiality
 - c. Documentation Learning Lab
4. Self-Care and Worker Safety
 - a. Secondary Traumatic Stress and Vicarious Trauma
 - b. Worker Safety
 - c. Planning for Self-Care and Idea-Sharing

Internships

Identifying Counties for Internship Opportunities

The North Carolina Association of County Directors of Social Services (NCACDSS) is responsible for collaborating with County DSS agencies and CWEC University partners to identify field placement opportunities for students by:

- Assisting University Field Directors in locating county child welfare field placements that are available
- Maintaining/updating the DSS counties Field Instructor Contact List
- Maintaining/updating the university/college Field Director Contact List. Share both twice annually with CWEC University partners and County DSS agencies.
- Developing and delivering training curriculum for County Field Instructors in conjunction with the universities/colleges, county agencies and NCDHHS DSS
- Providing assistance and information to CWEC and NCDHHS DSS as available and upon request including collecting and sharing information regarding the issues and needs of student interns
- Facilitating at least one planning meeting annually with every accredited BSW and MSW program preferably on campus or by virtual communication, and/or small regional group meetings to increase communications and shared information
- Providing counties with technical support to assure high quality placements and productive learning environments throughout the year

Transfer of Learning Tool

The Pre-Service Transfer of Learning (TOL) tool is a comprehensive and collaborative activity for University and County DSS Field Directors/Supervisors and student interns to work together in identifying student goals, knowledge gained, and priorities for further development throughout the CWEC training process. In four distinct steps, the student interns and field directors/supervisors will highlight their goals and action plan related to participating in training, reflect on lessons and outstanding questions, and create an action plan to support student growth and enhance supervisor skills. The tool should be started prior to beginning field placement and re-visited on an ongoing basis to assess growth and re-prioritize actions for development.

- Part A: Field Placement Preparation
Prior to Field Placement, the student and field directors/supervisors should meet to complete Part A: Field Placement Preparation. The student and field directors/supervisors will discuss their goals for participation in field training and develop a plan to meet those goals through pre-work, other opportunities for learning, and support for addressing anticipated barriers.
- Part B: Student Reflections During Training
The students will document their thoughts, top takeaways, and outstanding questions regarding each section throughout the field training.
- Part C: Planning for Post-Field Training Debrief with Field Directors/Supervisors
The student considers the takeaways and questions they identified in each section and creates a framework to transfer those takeaways and questions into an action plan.
- Part D: Post-Field Training Debrief with Field Director/Supervisor
Provides an opportunity for the field directors/supervisors and students to determine a specific plan of action to answer outstanding questions and to further support worker training.

Student Training and Support

Students are encouraged to participate in NCDHHS DSS trainings, conferences, and/or webinars while participating in the CWEC Program to gain knowledge, skills in NCDHHS DSS child welfare legislation, policies, and practice standards.

Supplemental Trainings

- The Child Welfare Trauma course will be offered once during the fall and spring semesters.
- The Law Day Event is held each year which strengthens CWEC students' ability to navigate child welfare laws in North Carolina and put that knowledge to practice via a mock trial event.

Graduation and Hiring

Graduation

All participating Schools of Social Work will identify students who have successfully completed CWEC requirements and are eligible for graduation. A list of these students must be submitted to NCDHHS DSS at least 14 days prior to graduation. Upon final approval, NCDHHS DSS will issue CWEC certificates of completion and medallions to the schools for distribution to the graduating students.

Hiring

There are many child welfare career opportunities available in North Carolina. CWEC graduates are educated and well trained to become child welfare workers at local departments of social services. Employment opportunities can be found at <https://www.ncdhhs.gov/childwelfareworks>. NCDHHS DSS strongly recommends that County DSS agencies give preference to CWEC graduates during their recruitment and selection process.

NCDHHS DSS and NCACDSS can provide additional support to students, if desired.

Alumni Support (under development)

Tracking