



NC DEPARTMENT OF  
**HEALTH AND HUMAN SERVICES**

Division of Social Services  
Child Welfare Services

**North Carolina Training Plan  
2025–2029**

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# 1 Pre-Service Training Content

North Carolina's Cost allocations for pre-service training include an average of costs associated with County trainee staff and NC DSS training staff's time, salary, benefits, and travel; as well NC DSS costs of printing and shipping and training space leases. Cost allocations for courses such as the practice standards include the cost paid to vendors to develop and maintain. The costs of all remaining courses are to be determined.

Child Welfare Pre-Service Training New Service Code and Program Codes. As part of North Carolina's 2020-2024 Child and Family Services Plan Goal 3, NC DSS began statewide implementation of the redesigned pre-service training (PST) in February 2024. With the assistance of Public Knowledge, NC DSS has completed an analysis of this redesigned course to calculate the average time that can be direct charged to IV-E funding programs for the pre-service training. This is part of an effort for counties to draw down more federal IV-E revenue.

Previously, staff coded training time to 990G, which was then distributed based on the worker's direct time. NC DSS has created a new service code (255 Child Welfare Service Training) specifically tied to PST. Under the new methodology, staff can code PST directly to this code.

In addition to the new service code, there are three program codes:

- ET: IV-E Enhanced, matching rate of 75%
- Z: IV-E Admin, matching rate of 50%
- N: Non-reimbursable

**Training Status and Coding for 40-Hour Week.** For federal purposes, county staff in training are considered to be in training status for all 40 hours for the seven weeks of PST. Therefore, staff can code 100% of time during PST under this methodology. This includes time back at the county office and travel time. Each 40-hour week would get coded to the following program codes for each trainee under service code 255 Child Welfare Service Training:

- ET (IV-E Enhanced): 33 hours and 15 minutes (system would also apply penetration rate for that month)
- Z (IV-E Admin): 1 hour and 25 minutes (system would also apply penetration rate for that month)
- N (Non-reimbursable): 5 hours and 20 minutes

During the training, NC DSS provides the above number of hours and minutes that would be coded to each program code.

**County Staff Trainers.** County training staff who partner with NC DSS to deliver PST will also be able to code under this methodology. In addition, they can code any time used to prepare for the training, along with the time for the training itself and travel, as long as it is relevant for PST. They would follow the same overall percentages for each of the program codes, adjusted for the number of hours.

**Travel Reimbursement.** NC DSS is also setting up a mechanism to reimburse travel for county staff attending PST. Travel costs include mileage, hotel, and meals while attending pre-service training.

## 2 Pre-Service Training: Child Welfare in North Carolina

Funding information and cost allocation methodology for this course is based on the Agency Management Units (AMUs)<sup>1</sup> codes 2412475, 2412430, 2412431, 2412494, 2415120, 2415920, 2417390, 2418390. For more information, see the [Cost Allocation Plan](#). NC DSS anticipates providing 35 pre-service training courses annually and estimates that each course costs \$327,350.

Module Name	Brief Description and Learning Objectives	Modality & Hours
Introduction to North Carolina Child Welfare	Introduction to pre-service training. Broad overview of the different aspects of NC's child welfare system, including mission, vision, and values.	Self-paced/ 25 min
Child Welfare Process Overview	Overview of the purpose and flow of the child welfare process and case flow. Introduction to key terms and definitions related to child welfare.	Self-paced/ 15 min
Introduction to Human Development	Provides a basic understanding of human development to recognize the process and stages through which people age and mature.	Self-paced/ 15 min
Maslow's Hierarchy of Needs	Introduction to Maslow's Hierarchy of Needs to understand human needs when interacting with others and to better understand how trauma impacts human development and behaviors, and the impact of unmet needs on development.	Self-paced/ 10 min
History of Social Work and Child Welfare Legislation	Provides overview of the federal and state laws that protect the rights of children and parents and how the history of child welfare has impacted practice today.	Self-paced/ 20 min

<sup>1</sup> North Carolina transitioned to a new financial system in fall 2023. Agency Management Units (AMUs) replaced what was formally called Responsibility Cost Centers (RCCs).

Module Name	Brief Description and Learning Objectives	Modality & Hours
Foundation	Foundation training is a week-long, instructor-led training (ILT) for child welfare new hires that do not have a social work degree (BSW or MSW). Staff with prior experience in child welfare or a social work degree are exempt from Foundation training. The purpose of this training is to provide a foundation and introduction to social work and child welfare. After completing Foundation training, new hires continue their training and job preparation with Core training.	ILT/ NCDSS 24 hours for all Foundation modules below
Introduction to the Child Welfare System	a. Goals of the Child Welfare System b. Who Makes up the Child Welfare System?	75 min 63 min
Identification of Child Abuse and Neglect	a. What is Child Maltreatment? b. What is Neglect? c. Introduction to Safety and Risk	120 min  64
Historical and Legal Basis for Child Welfare Services	a. National Child Abuse and Neglect Data (NCANDS) b. History of Institutional Racism in Child Welfare c. Court Overview	55 min 48 65
Ethics and Equity in Child Welfare	a. Introduction to Family-Centered Practice b. Diversity, Equity, Inclusion, and Belonging c. NASW Code of Ethics d. Treating Families with Dignity and Respect e. Professional Boundaries f. Confidentiality	35 22 20 20 38 22
Key Issues in Child Welfare: Substance Use, Family Violence, and Mental Health	a. Overview of Substance Use b. Overview of Domestic and Family Violence c. Mental Health in Child Welfare: Needs and Diagnoses d. Overview of Trauma-Informed Practice	60 67 46 74
Overview of Trauma and Adverse Childhood Experiences (ACEs)	a. How Trauma Impacts Families and Child Development b. Trauma-Informed Child Welfare Systems	87 74
Core	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.	ILT/ NCDSS 126 hours

Module Name	Brief Description and Learning Objectives	Modality & Hours
Child Welfare Overview, Roles, and Responsibilities	<ul style="list-style-type: none"> <li>a. What is Our WHY?</li> <li>b. Roles and Responsibilities</li> <li>c. Identification of Child Abuse and Neglect</li> <li>d. Mandated Reporting</li> </ul>	<p>40 min</p> <p>60</p> <p>71</p> <p>15</p>
Interviewing Skills Learning Lab	The Social Work Interview	169 min
Assessing Skills Learning Lab	Assessing in Child Welfare	142 min
Diversity, Equity, Inclusion, and Bias	<ul style="list-style-type: none"> <li>a. Self-Assessment of Bias</li> <li>b. Cultural Humility and Considerations for Family Engagement</li> <li>c. Inclusion</li> <li>d. Institutional Racism in Child Welfare</li> <li>e. Disproportionality in Child Welfare</li> <li>f. Implicit Bias in Child Welfare</li> <li>g. Equity and Equality</li> <li>h. Culturally Diverse Services</li> <li>i. Considerations for LBTQIA+ Youth</li> </ul>	295 min
Indian Child Welfare Act (ICWA)	<ul style="list-style-type: none"> <li>a. Placement Preferences</li> <li>b. Cultural Considerations</li> <li>c. Family and Tribal Engagement</li> <li>d. Notice to Tribes</li> </ul>	30 min
Engaging Families through Family-Centered Practice	<ul style="list-style-type: none"> <li>a. Using Family-Centered Practice to Engage Families</li> <li>b. Using a Strengths-Based Perspective</li> <li>c. Courageous Conversations</li> <li>d. Conflict Resolution</li> <li>e. Involving Fathers, Non-Resident Parents, and Relatives</li> <li>f. Engaging Fathers Learning Lab</li> <li>g. Engaging Incarcerated Parents Learning Lab</li> <li>h. Child and Family Team (CFT) Meetings</li> <li>i. Developing Goals with the Family</li> <li>j. Family Services Agreements</li> <li>k. Preparing the Child and Family for Court</li> <li>l. Learning lab</li> </ul>	<p>408 min</p> <p>163</p> <p>127</p> <p>130</p> <p>47</p> <p>55</p> <p>45</p>
Quality Contacts	<ul style="list-style-type: none"> <li>a. Why Quality is Important?</li> </ul>	25 min

Module Name	Brief Description and Learning Objectives	Modality & Hours
	<ul style="list-style-type: none"> <li>b. Preparation for Quality Contacts</li> <li>c. Quality contacts</li> </ul>	<ul style="list-style-type: none"> <li>30</li> <li>70</li> </ul>
<p>Overview of Child Welfare Process: Part 1 Intake and CPS Assessments</p>	<ul style="list-style-type: none"> <li>a. Intake Process and Strategies</li> <li>b. Overview of CPS Assessments</li> <li>c. Safety vs. Risk</li> <li>d. Caregiver Protective Capacities</li> <li>e. Tools for Assessments</li> <li>f. Safety Assessment</li> <li>g. Safety Planning and Temporary Parental Safety Agreements</li> <li>h. Additional Information to Support Assessment</li> <li>i. Risk Assessment</li> <li>j. Family Assessment of Strengths and Needs</li> <li>k. Learning lab</li> <li>l. Assessment Decisions</li> </ul>	<ul style="list-style-type: none"> <li>165 min</li> <li>64</li> <li>40</li> <li>20</li> <li>15</li> <li>43</li> <li>35</li> <li>47</li> <li>61</li> <li>21</li> <li>50</li> <li>33</li> </ul>
<p>Overview of Child Welfare Processes, Part 2: In-Home Services</p>	<ul style="list-style-type: none"> <li>a. Engaging Families: In-Home Services</li> <li>b. Developing and Monitoring In-Home Family Services Agreements (IH-FSA)</li> <li>c. Interviewing for Strengths and Needs Learning Lab</li> <li>d. In-Home Services: Safe Case Closure</li> <li>e. Safe Case Closure Learning Lab</li> </ul>	<ul style="list-style-type: none"> <li>140</li> <li>22</li> <li>40</li> <li>20</li> <li>30</li> </ul>
<p>Overview of Child Welfare Process, Part 3: Permanency Planning Services</p>	<ul style="list-style-type: none"> <li>a. Placement</li> <li>b. Preparing for Placement Learning Lab</li> <li>c. Working with Relatives</li> <li>d. Diligent Search Learning Lab</li> <li>e. Caseworker Contacts</li> <li>f. Family Time</li> <li>g. Shared Parenting</li> <li>h. Permanency Planning Family Services Agreement</li> <li>i. Permanency and Permanency Planning</li> <li>j. Reunification Learning Lab</li> <li>k. Adoption Learning Lab</li> <li>l. Monitoring and Reassessment: Permanency Planning Family Services Agreement</li> <li>m. Achieving Permanency and Safe Case Closure</li> </ul>	<ul style="list-style-type: none"> <li>248</li> <li>143</li> <li>12</li> <li>130</li> <li>106</li> <li>48</li> <li>177</li> <li>38</li> <li>96</li> </ul>



Module Name	Brief Description and Learning Objectives	Modality & Hours
Key Factors Impacting Families and Engaging Communities	a. Partnering with Community Services to Support Families	30
	b. Addressing Biases and Assumptions Related to Domestic Violence, Substance Use, Child Sexual Abuse, and Human Trafficking	42
	c. Engagement and Service Matching for Families Impacted by Substance Use Disorder	44
	d. Engagement and Service Matching for Families Impacted by Domestic Violence	47
	e. Engagement and Service Matching for Families Impacted by Mental Health Concerns	45
	f. Engagement and Service Matching for Families Impacted by Sexual Abuse	32
	g. Engagement and Service Matching for Families Impacted by Child Human Trafficking	32
Documentation	a. Quality Documentation	82 min
	b. Confidentiality	9
Self-Care and Worker Safety	a. Secondary Traumatic Stress and Vicarious Trauma	120 min
	b. Worker Safety	32
	c. Planning for Self-Care and Idea-Sharing	45

### 3 CPS Intake Training Content

Funding information and cost allocation methodology for this course is based on the Agency Management Units (AMUs) codes 2412430, 2412431, and 2412494. For more information, see the [Cost Allocation Plan](#).

Module Name	Brief Description and Learning Objectives	Modality & Hours
Welcome, Introductions, Training Overview, Participant Introductions, Creating a Safe Environment, Competency-Based Learning, Knowledge Assessment	Creating Learning environment and setting expectations; Assessing worker knowledge/ Learning Objective/Explain the roles and duties of the intake worker.	ILT/2 hours and 30 minutes
Intake Skills–Roles–Duties. Strengths-based interviewing, Report forms, maltreatment screening	Introduction of the Structured Intake Tool and the five steps of the structured intake process. Learning Objective(s)/Explain how the structured intake tools guide intake case decisions. Learning	ILT/20 minutes

tools, response priority decision trees	Objective(s)/Locate and describe NC Laws that apply to intake worker responsibilities.  Locate and describe laws that are defined in NC Juvenile Code 7B-101. Explain how the NC Juvenile Code 7B-101 assists in determining a valid CPS report. Describe NC Law related to reporting child maltreatment.	
Understanding Laws & Policy, Legal Criteria & Definitions, NC Reporting Law.	Information gathering based on North Carolina General Statutes. Understanding legal definitions that will determine legal involvement and criteria needed for DSS to accept a report. Learning Objective(s)/Locate and describe NC Laws that apply to intake worker responsibilities.  Locate and describe laws that are defined in NC Juvenile Code 7B-101. Explain how the NC Juvenile Code 7B-101 assists in determining a valid CPS report. Describe NC Law related to reporting child maltreatment.	ILT/1 hour and 45 minutes
Intake Worker Skills, Reporting Concerns	Understanding the characteristics and skills needed to work effectively. Application of critical thinking. External concerns about reporting. Learning Objective(s)/Describe the requirements for child maltreatment reporting relative to two-level consultation, jurisdiction, agency records check and Central Registry, documentation, and notification to the reporter and law enforcement.	ILT/40 minutes
Transfer of Learning	Generalization and application of training content. Assessment of how to apply learning, barriers and supports needed. Learning Objective(s)/Explain the roles and duties of the intake worker.	ILT/20 minutes
Welcome/Opening	Creating Learning environment and setting expectations. Recap of prior day training and today's agenda introduction. Learning Objective(s)/Describe the review process available to CPS. Describe the frequency and types of reports in NC based on Management Assistance statistics.	ILT/10 minutes
Strengths-Based Interviewing, Information Gathering	Understanding the importance of strengths-based interviewing and using principles of partnership. Learning Objective(s)/Explain how the structured intake tools guide intake case decisions.  Through intake interview practice scenarios, demonstrate how to use structured intake tools and the information gathered in the intake interview to reach a screening decision and response time.	ILT/50 minutes

	Identify possible concerns that community members have about making reports to DSS.	
Intake Form information collection, CPS mandates, Structured Intake Tool, Agency Records	Processes for locating child welfare policy online. Emphasizing the initial steps in completing the structured intake form. Using intake form to guide the worker’s interview. Step by step through the structured intake tool and information related to Substance Affected Infants. Administrative code information that does not support the NC Central Registry being checked as part of the intake process. Learning Objective(s)/Describe the requirements for child maltreatment reporting relative to two-level consultation, jurisdiction, agency records check and Central Registry, documentation, and notification to the reporter and law enforcement.	ILT/1 hour and 45 minutes
Intake Interview Practice	Skills practice with participants through scenarios and feedback. Learning Objective(s)/Through intake interview practice scenarios, demonstrate how to use structured intake tools and the information gathered in the intake interview to reach a screening decision and response time. Explain the concepts of confidentiality, liability, and anonymity in reporting child maltreatment. During a classroom activity, use the strength based structured intake tool to effectively guide the interview process and document necessary information.  Using a case scenario, demonstrate techniques for explaining legalities and intake process to reporters when making reports of child maltreatment. Using a case scenario, demonstrate effective interviewing techniques and strategies to engage and gather important information from the caller.	ILT/1 hour
Structured Decision-Making tools and application steps	Using two sets of decision trees that help guide intake decisions. Using the Maltreatment Screening tool and the structured decision-making tool. Learning Objective(s)/Through intake interview practice scenarios, demonstrate how to use structured intake tools and the information gathered in the intake interview to reach a screening decision and response time. Explain the value of the two-level review being a joint screening decision. Identify the statutory requirements necessary for a valid CPS report.  Using a case scenario, locate and appropriately consult the maltreatment screening tools.	ILT/1 hour and 15 minutes

	Locate and explain the importance of consulting the screen out tool.	
Transfer of Learning	Generalization and application of training content. Assessment of how to apply learning, barriers and supports needed. Learning Objective(s)/Describe the review process available to CPS.	ILT/15 minutes
Welcome/Opening	Overview of today's agenda content. Recap from prior day. Learning Objective(s)/Describe the review process available to CPS.	ILT/15 minutes
Intake Practice	Understanding the importance of making correct screening decisions. Skills practice through brainstorming pertinent information needed to make a screening decision. Critical Thinking scenarios using screening, assessment type and response time. Learning Objective(s)/Through intake interview practice scenarios, demonstrate how to use structured intake tools and the information gathered in the intake interview to reach a screening decision and response time.	ILT/2 hours and 30 minutes
Special Reporting	Skills practice through scenarios of special reporting situations that intake workers must be aware of and know how to address. Participants will navigate policy to locate correct answers. Learning Objective(s)/Explain the value of the two-level review being a joint screening decision. Identify local community resources for making appropriate referrals.	ILT/30 minutes
Notifications/Extended on-call	Participants will learn the persons that must be notified of Intake decisions (legal, military, law enforcement, Department of Health & Human Services, human trafficking). DSS Systems in place to provide 24-hour coverage for child protection and skills practice through possible after-hours scenarios. Learning objective(s)/Explain the implications of triage decision-making in after-hours on call.  Describe the physical and cognitive impact of extended duty and describe strategies that can be used to compensate for the influences on decision making. Describe the review process available to CPS. Describe preventative measures that workers can employ to improve worker's safety in extended duty situations.	ILT/1 hour

	Recognize effective methods to de-escalate challenging clients.	
Knowledge Assessment/Transfer of Learning	Scaling activity to determine level of learning post training. Generalization and application of training content. Assessment of how to apply learning, barriers and supports needed. Learning Objective(s)/Explain the potential harm when agencies do not practice effective screening of reports of child maltreatment. Describe the review process available to CPS.	ILT/1 hour

## 4 CPS Assessments in Child Welfare Training Content

Funding information and cost allocation methodology for this course is based on the Agency Management Units (AMUs) codes 2412430, 2412431, 2412494, and 2422480. For more information, see the [Cost Allocation Plan](#).

Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost
CPS Assessments in Child Welfare/Policy Activity	Policy quiz/Link provided to the policy. Staff consult policy and answer 20 questions. Learning Objectives/	Self-Paced Module/1 hour	\$7,359.10 per event for self-paced modules and ILT.
CPS Assessments in Child Welfare/Your Style Under Stress	Staff complete the “Your Style Under Stress” Assessment as a precursor to the “Critical Conversations” content on day two.	Self-Paced Module/1 hour	
Introduction/Welcome; Explorer, Vacationer, Prisoner (activity); Participant’s Introductions; Six principles of partnership	Participants will assess/gauge their resistance to CPS assessment training through the explorer, vacationer, prisoner activity. This is to parallel resistance they may encounter with families. Participants will introduce themselves. The six principles of partnership will be reviewed and used to establish classroom norms/ground rules.	ILT/Classroom/1 hour 20 minutes	
Initiating the CPS Assessment	Participants will be able to recall at least four diligent efforts to locate a child, parent, caretaker, or family. They will be	ILT/2 hours and 10 minutes	

Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost
	<p>able to name three things that according to cps assessment policy a cps assessor must address when assessing the family's living environment. Knows strategies to engage family members into a constructive and collaborative casework relationships that empower and promote joint case assessment, planning and service provision to assure protection of children. Participants will review policy for initiating all cps assessment. Participants will learn and determine the appropriate track of cps assessment cases through an activity (Which track is it?) Participants will discuss collaboration with law enforcement and building a timeline. Through an activity participants will learn initial contact tips.</p>		
Tools for Gathering information	<p>Using case scenarios, participants will be able to accurately write scaling questions that could be asked of a caretaker and a child, as well as accurately write an exception question with two follow up questions that could be asked of a caretaker to elicit strengths. Participants will be able to identify at least three questions for engaging families and learning their culture when conducting a cps assessment.</p>	ILT/2 hours and 20 minutes	
Transfer of learning/ Closing	<p>Participants will document on their transfer of learning tool their takeaways/ challenges from the day's learning material.</p>	ILT/10 minutes	
Morning Check in	<p>Morning check in. Trainer does a brief recap of the previous day's material.</p>	ILT/10 minutes	
Crucial Conversations	<p>Define "crucial conversation" and explain two of the three skills that help workers to have effective conversation with families.</p>	ILT/3 hours and 5 minutes	

Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost
Interviewing Children	<p>Describe at least three types of interview questions used with children and the benefits and liabilities of each.</p> <p>Given a skills practice activity, demonstrate the use of funneling to elicit a free narrative from a child interview.</p> <p>List the five steps on the Lap Guide used to interview children in CPS Assessments.</p>	ILT/2 hours and 45 minutes	
Transfer of Learning/ Closing	Participants will document on their transfer of learning tool their takeaways/ challenges from the day's learning material.	ILT/10 minutes	
Morning check in	Morning check in. Trainer does a brief recap of the previous day's material	ILT/10 minutes	
Important Decisions	Accurately distinguish between safety and risk when assessing families. Using the CPS Assessments Policy, Protocol and Guidance manual, identify the four structured decision-making tools that must be completed and what information needs to be documented during a CPS Assessment. Using a case scenario, accurately complete the NC Safety Assessment (DSS-5231).	ILT/5 hours and 40 minutes	
Transfer of learning/ Closing	Participants will document on their transfer of learning tool their takeaways/ challenges from the day's learning material.	ILT/10 minutes	
Morning check in	Morning check in. Trainer does a brief recap of the previous day's material	ILT/10 minutes	
Strengths-Based Interviews/ Collaterals	<p>Name three tools to gather information from the family in a strengths-based interview.</p> <p>Explain what information needs to be gathered from collaterals and how this information helps inform case decisions.</p>	ILT/20 minutes	
Follow Up Family Contacts	List six tasks that according to the CPS Assessment policy must be	ILT/45 minutes	

Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost
	<p>accomplished throughout ongoing family contacts in CPS Assessments.</p> <p>Understands the importance of a comprehensive and balanced assessment, knows what data must be gathered and how to thoroughly assess alleged abuse or neglect, family strengths and needs, and the risk and safety of children.</p>		
Front Loading Services	<p>Knows strategies to engage family members into constructive and collaborative casework relationships that empower families and promote joint case assessment, planning, and service provision to assure protection of children.</p>	ILT/15 minutes	
Risk Assessment/ Strengths and Needs (activity)	<p>Using a case scenario, accurately complete the NC SDM Family Risk Assessment of Child Abuse/Neglect (DSS-5230) and NC Strengths &amp; Needs Assessment (DSS-5010)</p>	ILT/1 hour and 30 minutes	
Documentation	<p>Using the CPS Assessments Policy, Protocol and Guidance manual, identify the four structured decision-making tools that must be completed and what information needs to be documented during a CPS Assessment.</p>	ILT/15 minutes	
Switching Approaches/ Switching Tracks	<p>Explain the difference between Family Assessments and Investigative Assessments.</p>	ILT/10 minutes	
The Case Decision and Beyond	<p>Using a case scenario, accurately complete the case decision summary and rationale for case decision on the NC CPS Assessment Documentation tool (DSS-5010).</p>	ILT/45 minutes	
Child Placement	<p>Understands the potentially serious, traumatic outcomes of separation, placement changes and inconsistent living arrangements for children and their families.</p>	ILT/20 minutes	



Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost
Transfer of Learning/ Closing	Participants will document on their transfer of learning tool their takeaways/ challenges from the day's learning material	ILT/15 minutes	

## 5 CPS In-Home in Child Welfare Training Content

Funding information and cost allocation methodology for this course is based on the Agency Management Units (AMUs) codes 2412430, 2412431, and 2412494. For more information, see the [Cost Allocation Plan](#).

Module Name	Brief Description and Learning Objectives	Modality & Hours	Cost
CPS In-Home in Child Welfare Services. Welcome. Into-Map Activity. Learning needs, Norms and Competency Based Learning.	Building Rapport. Introductions of participants. Purpose of specific training. Overview of family engagement, support systems and service providers as a team. Eco-Map Activity. Establishing rules and norms for working with families. Discussion of competencies as well as objectives for training. Learning Objective(s)/Describe how to apply the principles of partnership and family-centered practice with families during In-Home Services.	ILT/1 hour and 30 minutes	TBD
Roles and Responsibilities	Discussion surrounding how cases come into In-Home Services. What are roles and responsibilities of other disciplines, community agencies and service providers. How does everyone collaborate together to promote effective service delivery. Characteristics needed to build a strong family alliance. Learning Objective(s)/Describe how to apply the principles of partnership and family-centered practice with families during In-Home Services. Demonstrate the use of the guidelines of joint planning for setting Specific, Measurable, Achievable, Realistic, Timely (SMART) objectives, activities and	ILT/1 hour	

Module Name	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>timely case reviews using the Family Services Agreement. Describe the benefits of working collaboratively with other agencies and demonstrate the principles of partnership during all Child and Family Team (CFT) meetings.</p>		
<p>Policy Application Activity</p>	<p>The legal basis for the provision of IHS. HIS as a legally mandated service. The legal structure for the development of the Family Services Agreement. Using the In-Home Services Policy Manual for case support. Functions to eliminate safety issues and reducing risk. Information on how social worker can apply the relevant federal, state and local laws, policies, procedures and best practice standards related to their area of practice. Information on how social worker will understand how policy can support practice towards the goals of permanency, safety and well-being for children. Skills practice to support learning. Learning Objective(s)/Explain how to conduct the types of assessments that are completed as part of the social worker's role in In-Home Services. Describe the time frames for documentation as outlined in policy for use of the required structured decision making tools for In-Home Services.</p>	<p>ILT/1 hour and 25 minutes</p>	
<p>Building Positive Casework Relationships, Accepting Differences, Realizing Similarities, Engaging the Family, and Identifying Family Strengths</p>	<p>The application of social work values and principles in child welfare. Discussion of the six principles of partnership. The purpose of family-centered, strengths-based case planning and management. Family engagement to support intervention and participation in what will work for them and expected outcomes. Accepting differences, realizing similarities, engaging the family, and identifying family strengths.</p> <p>Learning Objective(s)/Describe how to apply the principles of partnership and family-centered practice with families during In-Home Services. Identify and demonstrate two steps a worker can take to increase</p>	<p>ILT/1 hour and 10 minutes</p>	

Module Name	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>cooperation from a family resisting change. Recognize at least two behaviors that may indicate a family’s lack of progress or inability to make changes to determine timely intervention.</p> <p>Explain how to conduct the types of assessments that are completed as part of the social worker's role in In-Home Services. Demonstrate the use of the guidelines of joint planning for setting Specific, Measurable, Achievable, Realistic, Timely (SMART) objectives, activities and timely case reviews using the Family Services Agreement. Describe the benefits of working collaboratively with other agencies and demonstrate the principles of partnership during all Child and Family Team (CFT) meetings.</p>		
Transfer of Learning/Closing	<p>Recap of course content as well as reflection of what was most helpful, challenging, and what can be most useful at this time in social worker learning. Learning Objective(s):Describe the benefits of working collaboratively with other agencies and demonstrate the principles of partnership during all Child and Family Team (CFT) meetings.</p>	ILT/10 minutes	
Understanding Jurisdiction and Comprehensive Family Assessment	<p>A brief recap of the content from Day One and inquiry into if participants have any questions and/or reflections. Review of the Transfer of Learning Tool. Answering questions from Day One. Skills practice in supporting workers so that they can apply the relevant federal, state, and local laws, policies, procedures, and best practice standards related to their area of practice and understands how these support practice towards the goals of permanency, safety, and well-being for children.</p> <p>Understanding jurisdiction guidance to support child safety. Recognizing what information is needed to complete a comprehensive assessment. Learning</p>	ILT/1 hour and 10 minutes	

Module Name	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>Objectives/Recognize at least two behaviors that may indicate a family’s lack of progress or inability to make changes to determine timely intervention. Explain how to conduct the types of assessments that are completed as part of the social worker's role in In-Home Services.</p>		
<p>Cultural Competency. Introduction of Scenario Family (Blanco)</p>	<p>Awareness of how culture shapes the attitude and beliefs of families. Skills practice about historical tribal customs as well as racial and ethnic diversity. Supporting cultural competency values and recognizing family’s culture. Culturally competent systems of care. Introduction of a family for family assessment scenario and skills application practice. Learning Objectives/Identify ways to assist families in recognizing progress and barriers to progress in the planning process. Demonstrate the use of the guidelines of joint planning for setting Specific, Measurable, Achievable, Realistic, Timely (SMART) objectives, activities and timely case reviews using the Family Services Agreement. Demonstrate techniques for developing relationships with families whose culture is different from one's own.</p>	<p>ILT/30 minutes</p>	
<p>Skills to Know, Empathic Listening, Interviewing Methods</p>	<p>Selection of appropriate tools and techniques to assess families and to complete effective interviews. Using strengths-based solution focused question and demonstrating empathic listening. Stages of empathic listening. Introducing interviewing methods through various styles of questions. Learning Objective/Describe and effectively utilize strengths-based solution focused questions and demonstrate empathic listening during interviews. Identify and demonstrate the use of techniques for overcoming barriers to collaboration with other agencies.</p>	<p>ILT/30 minutes</p>	

Module Name	Brief Description and Learning Objectives	Modality & Hours	Cost
Solution-Focused Approach	Introduction of solution focused interviewing for family empowerment. Ethnographic interviewing using linguistics and the family's culture to inform the social worker (learner). Learning Objective/Describe and effectively utilize strengths-based solution focused questions and demonstrate empathic listening during interviews. Demonstrate techniques for developing relationships with families whose culture is different from one's own. Identify and demonstrate two steps a worker can take to increase cooperation from a family resisting change.	ILT/30 minutes	
Initial Family Contact and Skills Practice	Skills that support family centered engagement. Policy, practice, and guidelines surrounding initial and ongoing family contact. Skills practice to apply social work values through tools and techniques (Interview Methods, Observer Chart, Feedback Model, etc.). Learning Objective/Describe how to apply the principles of partnership and family-centered practice with families during In-Home Services. Identify and demonstrate the use of techniques for overcoming barriers to collaboration with other agencies.	ILT/1 hour and 30 minutes	
Transfer of Learning/Closing	Recap of course content as well as reflection of what was most helpful, challenging, and what can be most useful at this time in social worker learning. Learning Objective/Describe the time frames for documentation as outlined in policy for use of the required structured decision-making tools for In-Home Services.	ILT/15 minutes	
Welcome/Opening	Welcome and check in from prior day, inquiry of any outstanding questions from yesterday's learning and outline of the day's agenda content. Learning Objective/Describe the time frames for documentation as outlined in policy for use	ILT/15 minutes	

Module Name	Brief Description and Learning Objectives	Modality & Hours	Cost
	of the required structured decision-making tools for In-Home Services.		
Working through Resistance and Confrontation	Skills practice to test thought processes, actions repercussions of decisions and memory. Skills test is done for the purpose of creative problem-solving skills, being broad minded and flexible in thinking processes. Information to better understand resistance as a natural component of the change process and methods to increase cooperation and reduce opposition. Learning Objective/Identify and demonstrate two steps a worker can take to increase cooperation from a family resisting change. Identify and demonstrate the use of techniques for overcoming barriers to collaboration with other agencies.	ILT/1 hour	
Child and Family Teams, Policy Activity	Using the Child and Family Team (CFT) meeting as an engagement tool to use with families. The CFT as a team responsibility for protecting children, families and community. Introducing the CFT meeting process and meeting preparation. Skills practice in using forms and appropriate documentation of tools. Learning Objective/Describe the time frames for documentation as outlined in policy for use of the required structured decision-making tools for In-Home Services. Describe the five approved primary and alternative permanent plans and the benefits and liabilities of each. Identify and demonstrate the use of techniques for overcoming barriers to collaboration with other agencies.	ILT/45 minutes	
Case Planning Purpose and Process	Planning with and for the family in In-Home Services. Case family as a roadmap process throughout the life of a case. As workers, we are involved with the family to affect change that should lead to the safety, well-being, and permanence of child(ren). Learning Objectives/Describe the time frames for documentation as outlined in	ILT/15 minutes	

Module Name	Brief Description and Learning Objectives	Modality & Hours	Cost
	policy for use of the required structured decision-making tools for In-Home Services. Describe the five approved primary and alternative permanent plans and the benefits and liabilities of each.		
Change Activity	Introducing the stages of change and reasons for possible family resistance through skills practice. Learning Objective/Describe the five approved primary and alternative permanent plans and the benefits and liabilities of each.	ILT/15 minutes	
Services Agreement Components, Constructing a Family Services Agreement, and Developing the Service Agreement with Families	The components to complete a comprehensive service agreement. Skills development through working with supervisors and or county trainers to further hone skills. Identifying conditions and needs as well as objectives and activities. Learning Objective/Describe the time frames for documentation as outlined in policy for use of the required structured decision-making tools for In-Home Services. Describe the five approved primary and alternative permanent plans and the benefits and liabilities of each.	ILT/1 hour and 45 minutes	
Transfer of Learning/Closing	Recap of course content as well as reflection of what was most helpful, challenging, and what can be most useful at this time in social worker learning. Learning Objective/Describe the time frames for documentation as outlined in policy for use of the required structured decision-making tools for In-Home Services.	ILT/15 minutes	
Welcome/Opening	Welcome and check in from prior day, inquiry of any outstanding questions from yesterday's learning and outline of the day's agenda content. Learning Objective/Describe the time frames for documentation as outlined in policy for use of the required structured decision-making tools for In-Home Services.	ILT/10 minutes	

Module Name	Brief Description and Learning Objectives	Modality & Hours	Cost
Formal and Informal Resources	Skills building scenarios for awareness of available resources in the community. Content will demonstrate support for culture, ties to family, community, and the family's support network. Learning Objective/Identify and demonstrate the use of techniques for overcoming barriers to collaboration with other agencies.	ILT/20 minutes	
Case Evaluation and Updates	Understanding the importance of a comprehensive and balanced assessment, knowing what data must be gathered and how to thoroughly assess alleged abuse or neglect, family strengths and needs, and the risk and safety of children. Case planning with specific and measurable outcomes. Family contacts based on level of risk and respective requirements.  Learning Objective(s)/Recognize at least two behaviors that may indicate a lack of progress or an inability to make changes to intervene in a timely manner. Describe the time frames for documentation as outlined in policy for use of the required structured decision-making tools for In-Home Services.	ILT/45 minutes	
Documentation and Case Closure, Sharing Skills	Case closure as an event that must be scheduled with supervisory oversight and based on risks being reduced and an environment of safety. Understanding the complex issues involved in service termination and case closure as well as planning for case closure and follow-up services. Learning Objective/Describe when and how to use routine and timely case reviews with families to assess when case closure is indicated.	ILT/1 hour and 15 minutes	
Transfer of Learning/Closing	Recap of course content as well as reflection of what was most helpful, challenging, and what can be most useful at this time in social worker learning. Learning Objective/Describe the time frames for documentation as outlined in policy for use	ILT/15 minutes	



Module Name	Brief Description and Learning Objectives	Modality & Hours	Cost
	of the required structured decision-making tools for IHS.		

## 6 Permanency Planning in Child Welfare Training Content

Funding information and cost allocation methodology for this course is based on the Agency Management Units (AMUs) codes 2412430, 2412431, and 2412494. For more information, see the [Cost Allocation Plan](#).

Module Name	Brief Description and Learning Objectives	Modality & Hours
Welcome/Competency Based Learning/Strengths of an Effective Training/Introduction Activity	Trainer and participant introductions to start building rapport by sharing their accomplishments, logistics of training and learning needs, participants will recognize the importance of identifying and building on strengths to create an environment that meets the needs and individual learning styles of the group.	ILT/Classroom/70 minutes
In the Beginning/The Creation of the Foster Care System	To illustrate past efforts of providing out-of-home care for children and the outcomes of those efforts. Learning Objective/Describe the historical, philosophical, and legal evolution of the child welfare system over the years	ILT/75 minutes
Laws Related to Permanency Planning	Placement workers will understand the federal laws related to permanency planning (ICWA, Adoption Assistance and Child Welfare Act of 1980, MEPA/IAP, Adoption and Safe Families Act of 1997, Fostering Connections to Success and Increasing Adoptions Act of 2008, Preventing Sex Trafficking and Strengthening Families Act of 2014) Learning Objective/Worker will be able to describe at least three federal laws that impact the delivery of services in Permanency Planning	ILT/45 minutes
Race and Child Welfare	To recognize the different outcomes for children in child welfare based on their ethnicity, and to understand the contributing factors such as personal, cultural biases, and institutional racism. Learning Objective/Worker will be able to define “racial disproportionality” and “racial disparity” and the	ILT/30 minutes

Module Name	Brief Description and Learning Objectives	Modality & Hours
	implications these things have for the experiences of minority children involved with the child welfare system	
North Carolina Permanency Planning Policy Activity and Discussion	Using a learning activity, “Permanency Planning Jeopardy”, placement workers will understand their role and responsibilities as it relates to the policies that direct their work with children and families involved in the child welfare system. Learning Objective/Describe at least two NC Child Welfare policy requirements for child placement in each of the following areas/judicial involvement, timeframes for notification and services, case documentation, contact and family time, preparation for placement.	ILT/75 minutes
Closing/Transfer of Learning	Participants will reflect on topics discussed including the history of child welfare, laws, policies, and role of the permanency planning worker in child welfare. Learning Objective/Describe the historical, philosophical, and legal evolution of the child welfare system over the years. Describe at least three federal laws that impact the delivery of services in child placement. Describe at least two NC Child Welfare policy requirements for child placement in each of the following areas/judicial involvement, timeframes for notification and services, case documentation, contact and family time, preparation for placement.	ILT/15 minutes
Welcome Back/Check-In	Help participants begin the day with an open mind for learning by revisiting material learned in previous day, focusing on strengths, and identifying needs	ILT/10 minutes
North Carolina’s Child Welfare Philosophy	Participants will recognize the vision and values of permanency planning in child welfare services. Learning Objective/Describe three ways NC’s children’s services mission, vision and values influence the work with children and families	ILT/30 minutes
The Family Centered Permanency Planning Worker	Participants will understand their role as a family-centered permanency planning worker. Learning Objective/Names the six principles of partnership and how these relate to family-centered child welfare practice. Name three system of care principles and how these relate to family-centered child welfare practice. Name seven strategies of the Multiple Response System.	ILT/15 minutes
Stages of Grief	Participants will learn the five stages of grief and understand how the stages are manifested during	ILT/35 minutes

Module Name	Brief Description and Learning Objectives	Modality & Hours
	permanency planning. Learning Objective/Describe the stages of separation, grief, and loss. Identify at least two behaviors and reactions accompanying each stage of grief in children from their primary caregiver.	
Attachment	Participants will understand attachment and learn ways to respond when a child has been deprived of a healthy attachment. Learning Objective/Describe the attachment process between children and caretakers. Identify reasons for attachment problems between a child and caretakers. Describe two strategies to promote and maintain a healthy attachment between a child and caretaker. Explain the effect of placement disruptions on attachment. Name three behaviors which may be characteristic of children with attachment problems.	ILT/90 minutes
Early Childhood Moves	The participant will experience how moves impact children. Learning Objective/Understand the process and dynamics of normal, reciprocal attachments of children with their families and significant caretakers.	ILT/15 minutes
Choosing an Appropriate Placement	Participants will learn how to make placements based on strengths of the resource parent and the needs to the child. Learning Objective/Describe the process of assessing the needs of children and matching those needs with strength's of placement providers.	ILT/45 minutes
Resource Parent Development and Partnership	Participants will discuss and understand the importance of continual professional development for foster parents and consider strategies for partnering with foster parents on this and other outcomes. Learning Objective/Explain the importance of sharing information about the child's history, special needs, daily routine, fears, and case plan with caregivers	ILT/15 minutes
Shared Parenting	Learn the benefits of shared parenting and discuss strategies to promote communication between the birth parents and placement provider. Learning Objective/Explain the importance of sharing information about the child's history, special needs, daily routine, fears, and case plan with caregivers. Describe five benefits of shared parenting. Give at least three examples of how shared parenting helps promote and maintain attachment and connections between children and their families. Name one way that permanency planning workers can encourage	ILT/30 minutes

Module Name	Brief Description and Learning Objectives	Modality & Hours
	parents and placement providers to participate in shared parenting.	
Kinship Care	The importance of kinship care including the benefits and concerns and will be able to help families recognize and access the informal helping systems to which they belong/extended family, neighbors, spiritual community. Learning Objective/Name at least three benefits of utilizing kinship caregivers for placement. Identify at least three concerns that should be assessed regarding use of kinship care providers for placement. Describe two assessment tools used in assessing kinship care providers for placement of children.	ILT/35 minutes
Closing/Transfer of Learning	To allow participants to reflect on the material delivered and how to utilize it when working with children and families. Learning Objective/Describe the states of separation, loss, and grief. Describe attachment between children and caregivers	ILT/15 minutes
Welcome/Check-In	Serves as a quick overview of the norm and learning expectation to ensure learners needs are being met. Learning Objective/	ILT/15 minutes
Preparation for Placement and Child Assessment	The participant will experience roles of the placement players (foster and adoptive parents, children, and parent/caretakers) and develop collaborative relationships that promote joint planning and delivery of services with children in care. The participant knows strategies to identify strengths and needs of children and foster parents to make favorable matches. Learning Objective/Identify five strategies to minimize the stress and trauma of placement for children and their families. Describe the purpose and benefits of having birth parents input regarding the type of caregiving family most suitable for the child, and their contact with the child and the caregivers.	ILT/45 minutes
Skills Practice/Meet the Stricklands	Utilizing material previously learned, participants will practice preparing children, birth parents and placement providers for placement. Learning Objective/Explain the importance of sharing information about the child's history, special needs, daily routine, fears, and case plan with caregivers.	ILT/75 minutes

Module Name	Brief Description and Learning Objectives	Modality & Hours
	Identify five strategies to minimize the stress and trauma of placement for children and parents.	
Family Services Agreement, Permanency Options, Concurrent Planning, Steps to the Permanent Plan, Identifying the Needs, Steps for Writing SMART Objectives, Identifying Activities	Participant will review and examine the Family Services Agreement and understand the importance of effective case planning as well as knowing the steps in the case planning process. Participants will also learn the types of permanency plans. Learning Objective/Can list the steps in the case planning process. List the minimum timeframes required for initial completion and updates of the DSS-5240. Identify a minimum of three needs from the presenting case example and appropriately list objectives and at least two activities on the DSS-5240. Describe the purpose and appropriate use of the Permanency Planning Family Services Agreement, Child Health Component forms, Education Status form and Family Time form.	ILT/120 minutes
Objective Writing Practice	Participants will practice writing objectives using the Strickland Family information. Learning Objective/Identify a minimum of three needs from a case example and appropriately list objectives and at least two activities on the Permanency Planning Family Services Agreement.	ILT/45 minutes
Closing/Transfer of Learning	Serves as a mini review to afford participants the opportunity to acknowledge the contribution that others have made to their learning.	ILT/15 minutes
Welcome/Check-In	Help participants begin the day with an open mind for learning by revisiting material learned in previous day, focusing on strengths, and identifying needs	ILT/10 minutes
Family Time and Contact Plan	Participants will examine the policy, purpose, and benefits of regular and frequent visitation and learn strategies to promote reunification during the visits. Learning Objective/Describe four purposes of Family Time. Explain the criteria required for a family-centered visitation plan.	ILT/45 minutes
Life books and Other Tools	The participants will learn the purpose and benefits of using Life Books and methods to maintain child's continuity. Learning Objective/Name five or more essential elements to be included in the child's life book.	ILT/30 minutes

Module Name	Brief Description and Learning Objectives	Modality & Hours
	Describe the value and importance of maintaining a life book for a child.	
Placement Disruptions	<p>Participants will discuss and understand placement disruptions and consider timely and effective strategies.</p> <p>Learning Objective/Name the stages of a placement disruption. Name three behaviors of placement providers that indicate risk of disruption. Name three or more practices of permanency planning workers that can contribute to placement disruption.</p>	ILT/30 minutes
Interdependency/NC LINKS	<p>Participant will understand the importance of support networks for adolescents involved in child welfare. Participant will discuss the differences in treating youth as an “object”, “recipient” and “resource”.</p> <p>Learning Objective/Name three skills in a youth’s Transitional Living Plan.</p>	ILT/45 minutes
Preparation for Reunification	<p>Participants will discuss feelings experienced by the placement partners and learn and understand strategies that will help make the transition and closure and smooth process.</p> <p>Learning Objective/Describe at least three activities to assist children, families, and caretakers in the reunification process. Explain the components of the Family Reunification Assessment Tool and complete the tool in determining the appropriateness of child’s permanent plan and family’s readiness for reunification.</p>	ILT/45 minutes
Teamwork	<p>Participants will discuss and learn the purpose and characteristics of effective collaboration among team members of the placement process. Learning Objective/Describe a benefit of collaboration in working with families. Identify three challenges in working with team members and can develop effective strategies to address challenges. Explain the NC policy requirements for Permanency Planning Review Meetings.</p>	ILT/25 minutes
Permanency Planning Review Meetings	<p>Participants will discuss the purpose of the Permanency Planning Review Meetings and review the Family Services Agreement Review Form. Learning Objective/Explain the NC policy requirements for Permanency Planning Review Meetings.</p>	ILT/20 minutes

Module Name	Brief Description and Learning Objectives	Modality & Hours
Documentation	Participant will understand the importance of documentation as it relates to state laws and policy. Learning Objective/Describe the documentation required by federal and state laws and policy for child placement.	ILT/20 minutes
Closing/Transfer of Learning	Participants will understand the importance of closure and continued skills building in their work with children and families. Learning Objective/Describe a benefit of collaboration in working with families.	ILT/15 minutes

## 7 Foster Home Licensing in Child Welfare Training Content

Funding information and cost allocation methodology for this course is based on the Agency Management Units (AMUs) codes 2412430, 2412431, 2412494, and 2412475. For more information, see the [Cost Allocation Plan](#).

Module Name	Brief Description and Learning Objectives	Modality & Hours
Foster Home Licensing	Foster Home Licensing in Child Welfare Services is a three-day specialized curriculum which covers the process of licensing foster parents in a county Department of Social Services or licensed private child-placing agency. The curriculum topics include NC licensing procedures, forms, regulations, the roles of a licensing worker, the mutual home assessment process, the family assessment, MEPA, and skills for working with foster parents	ILT/ In-Person and Virtual: 18 hours
M1: Welcome and Introductions	Trainer/Participant Introductions and housekeeping why are you here, development of group norms and expectations.	ILT: 60 minutes
Module 2: The Importance of FHHL, Child Welfare Reform in NC	Description: Multiple Response System, System of Care, CFSR and Foster Care Statistics Objectives: Understand the intent and strategies of MRS and principle of the System of Care, Gain knowledge about the Child and Family Services Review and the statistics about FHL in NC.	ILT: 20 minutes Activity: 60 minutes
Module 3: History and Laws	Description: Review of history a law that related to FHL to include MEPA and a small group MEPA activity. Objective: Understand the history and laws related to foster home licensure and have a better understanding MEPA.	ILT: 30 minutes Activity: 60 minutes

Module Name	Brief Description and Learning Objectives	Modality & Hours
Module 4: The Licensing Process	<p>Description: Types of Licenses, Overview of Licensing Process/ Best Practices, Phone Inquiries/ Walk-In’s Orientation Meetings/ Information to be Shared, Written Expectations and Costs of Licensing.</p> <p>Objective: To gain knowledge about the types of licenses and the components that comprise the licenses process.</p>	ILT: 60 minutes
Module 5: Recruitment & Recruitment Activities	<p>Description: Module provides information on results-based recruitment</p> <p>Objective: Learn more about recruitment and have an opportunity to consider a System of Care approach in recruitment</p>	ILT: 15 minutes Activity: 15 minutes
Module 6: Foster home Licensing Policy Manual & Activity	<p>Description: A complete review of the foster home licensing policy (section 1100)</p> <p>Objective: Gain a greater skill of consulting and understanding the FHL Policy manual as it relates to the standards of licensure.</p>	ILT: 15 minutes Activity: 90 minutes
Module 7: What You See is What you get, Sources of Information and Motivations to Foster	<p>Description: Objective: to understand that there are many sources that they will consider to gain as much information about the potential foster family during the assessment process and how this information is used to document the completion of the mutual assessment process.</p>	ILT: 40 minutes
Module 8: Documentation of Family History	<p>Description:</p> <p>Objective: Can conduct thorough joint home study assessments with foster and/or adoptive family applicants, including engaging the family in the home study and self-assessment, gathering pertinent information, drawing accurate conclusions.</p>	ILT: 10 minutes Activity 50 minutes
Module 9: Shared Parenting, Financial Responsibility, Contact Log and Recommendations	<p>Description: Discuss shared parenting as a requirement for license foster parents, the cost to being a licensed foster parent, maintaining documentation of all contact with FH and recommendations for FHL.</p> <p>Objectives: Understanding of what Shared Parenting is and the requirement for FP to participate.</p> <p>Know the costs that relate to becoming licensed as well as compensation.</p> <p>Understand the importance of documentation and making recommendations to the licensing authority based on supportive documentations.</p>	ILT: 20 minutes



Module Name	Brief Description and Learning Objectives	Modality & Hours
Module 10: Documenting the 12 Skills	<p>Description: Lead a discussion regarding the assessment of foster parents possessing the 12 skills.</p> <p>Objectives: Participants will gain a greater knowledge of the using ethical principles in their practice with foster parents during and after the licensing process, the requirement to report and respond to critical incidence and the implications on foster parents regarding CPS Reports.</p>	ILT: 45 minutes
Module 11: Licensing Actions: Re-Licensures, Changes and Transfers and Jeopardy Activity	<p>Description: To review policy for FHL licensing actions related to relicensing foster parent, responding to changes and complete FH transfers.</p> <p>Objective: Know the policy information related to the requirements for re-licensure, changes, and transfer of licenses.</p>	ILT 20 minutes Activity: 60 minutes
Module 11: Ethical Perspectives in Licensing, Critical Incidents and CPS Reports	<p>Objectives: Participants will gain a greater knowledge of the using ethical principles in their practice with foster parents during and after the licensing process, the requirement to report and respond to critical incidence and the implications on foster parents regarding CPS Reports.</p>	ILT: 30 minutes
Module 12: Retention, Partnership & Professional Development Plan	<p>Description: Discuss retention of licensed FP and the needs for partnership and professional development plans for FPs.</p> <p>Objective: Recall at least 3 ways to retain foster parents Know what a development plan is and the differences between a partnership and professional development plan.</p>	ILT: 20 minutes
Module 13: Foster Training and Resources	<p>Description: Review policy information related to foster parent training requirements and other external resources available</p> <p>Objectives: Participants will know the initial and ongoing requirements for training for foster parents.</p>	ILT: 20 minutes
Module 14: Training Wrap Up and Closure	<p>Description: Summarize the intention of the training and encourage participants to utilize their policy manuals for instructions/guidance during the licensure process of prospective foster homes.</p> <p>Objective: Be able to name 3 take aways from the training and know the expectation of receipt &amp; completion of the PSF for this training.</p>	ILT: 15 minutes

## 8 Adoptions in Child Welfare Training Content

Funding information and cost allocation methodology for this course is based on the Agency Management Units (AMUs) codes 2412430, 2412431, 2412494, and 2412475. For more information, see the [Cost Allocation Plan](#).

Module Name	Brief Description and Learning Objectives	Modality and Hours
Welcome, Trainer Introductions, Check-In	To provide basic information about the training process.	ILT/30 minutes
Why Me? Learning Experience	This activity is designed to help participants get to know each other and to emphasize strengths-based thinking. The process questions following the exercise will help participants make a connection between identifying their own strengths and those of children and families. The Learning Experience Activity is designed to establish a list of specific actions and behaviors that will help the group members learn. Learning Objective/Explain the worker's role as advisor and consultant to the family after adoptive placement, the need for required contacts during this period and the mandated availability of post adoption services	ILT/40 minutes
Understanding Policy	Participants will understand North Carolina's child welfare policy that relates to adoption. Learning Objective/Can apply the relevant federal, state, and local laws, policies, procedures, and best practice related to their area of practice and understands how these support practice towards the goal of permanence, safety, and well-being for children. Cite two references that explain the adoption laws and policy in North Carolina.	ILT/20 minutes
Activity/Timing it Timely	Participants will understand importance of timeframes for adoption policy in North Carolina. Learning Objective/Cite two references that explain the adoption laws and policy in North Carolina.	ILT/20 minutes
Options for Permanency	Participants will understand the different types of adoptions in North Carolina along with North Carolina's six permanency options for children. Learning Objective/Name the four types of adoptive placements and the circumstances in which each is appropriate. Describe the six approved primary and alternative permanent plans and the benefits and liabilities of each.	ILT/15 minutes

Module Name	Brief Description and Learning Objectives	Modality and Hours
Adoption Fact Quiz	To provide statistics about adoptions in North Carolina and across the nation. Learning Objective/Can apply the relevant federal, state and local laws, policies, procedures and best practice standards related to their area of practice, and understand how these support practice towards the goals of permanence, safety and well-being for children.	ILT/20 minutes
The Adoption Process	Presentation provides an overview of adoption, including the process, the forms needed and the timeline for completion. Learning Objective/Identify the two sources which list the information that must be covered in a pre-placement assessment. Cite two references that explain the adoption laws and policy in North Carolina.	ILT/75 minutes
Laws Affecting Adoption	Participants will understand the basic aspects of federal laws and how they impact adoptions in child welfare (ICWA, ASFA, MEPA, ICPC, ICAMA, Fostering Connections and Increasing Adoptions Act of 2008, and Safe Surrender). Learning Objective/List two federal laws that affect the North Carolina adoption policy as written in Chapter VI of the Children's Services Manual	ILT/15 minutes
Attaining Permanence	This presentation emphasizes the importance of providing post placement and post adoption services as a means of avoiding placement disruptions and dissolutions. Learning Objective/Explain the difference in post placement services and post adoption services and give an example of each service. Explain the worker's role as advisor and consultant to the family after adoptive placement, the need for required contacts during this period and the mandated availability of post adoption services.	ILT/30 minutes
Wrap-Up/Closing	Participants will have an opportunity to comment on their training experience.	ILT/5 minutes
Welcome/Check-In	Welcome participants back to the second day of training and review any questions or concerns from the previous day.	ILT/10 minutes
Views on Life	Participants will have an opportunity to examine their culture as well as utilizing a tool to help adoptive families examine their culture. Learning Objective/Identify two areas of the child's culture	ILT/20 minutes

Module Name	Brief Description and Learning Objectives	Modality and Hours
	which would be important for adoptive parents to understand.	
Diversity	Participants will deepen their understanding of diversity and cultural difference as it relates to adoptions. Learning Objective/Describe two issues encountered in transcultural placement and how to assist the adoptive family in self-assessment regarding these issues.	ILT/45 minutes
Child Development and Adoptions	Participants will understand the different child development stages and how they might affect the adoption process. Learning Objective/Give one example of how each developmental stage is impacted by the adoption process	ILT/60 minutes
Multiple Transitions	Participants will watch a video to help deepen their understanding of the effects of foster care and the adoption process has on children in the child welfare system. Learning Objective/Explain the worker's role as advisor and consultant to the family after adoptive placement, the need for required contacts during this period and the mandated availability of post adoption services.	ILT/45 minutes
Child Assessment	Participants are provided with specific skills for gathering information about children in need of permanent placements. Learning Objective/Name three categories of information that must be obtained in the child's social history according to the outline contained in Chapter VI of the Children's Services Manual and give an example of what information would be important to know in each category. Give one example of how each developmental stages is impacted by the adoption process.	ILT/50 minutes
Communicating with Children	Workers are provided with concrete skills for communicating with children. Learning Objective/Give one example of how each developmental stage is impacted by the adoption process. Knows effective techniques for interviewing or communicating with children of different ages and developmental levels.	ILT/20 minutes
Preparing Children for Adoption	Workers are provided with the needed information to help prepare children for the adoption process. Learning Objective/Name two tools that can be used to prepare the child for an adoptive placement	ILT/15 minutes

Module Name	Brief Description and Learning Objectives	Modality and Hours
Life Books and Life Books Activity	Participants will understand what a Life Book is, how to develop a Life Book and the importance and impact a Life Book has on children who are experiencing the adoption process. Participants will also develop their own Life Book page and discuss the importance of their own life event. Learning Objective/Name two tools that can be used to prepare the child for an adoptive placement. Explain how information from the birth family (i.e., medical and genetic history; psychological and emotional characteristics of the parents; religious affiliation; interests and talents) will be used to help maintain their child's identity.	ILT/65 minutes
Wrap-Up/Closing	Participants comment on their training experience.	ILT/5 minutes
Welcome/Check-In	Trainers welcome participants to the final day of training and address any questions or concerns they have.	ILT/10 minutes
Working with Birth Parents	This presentation gives workers basic information about working with birth parents, with emphasis on modeling good parenting skills. Learning Objective/Explain how information from the birth family (i.e., medical and genetic history; psychological and emotional characteristics of the parents; religious affiliation; interests and talents) will be used to help maintain their child's identity Write two questions that can be used to sensitively elicit information from birth parents about the child they are relinquishing for adoption.	ILT/45 minutes
The Grief Process	Participants will understand that birth parents and non-adopting foster parents need to be supported in their grief of “losing” a child to another caregiver. Learning Objective/Using case scenarios, explain why adjusting to adoption is a lifelong process and describe post adoption issues, including normalizing the need for post adoption services.	ILT/30 minutes
Activity/Imaginary Box	This activity will help participants understand the importance of gathering records, objects, and stories that foster parents can pass along with a child who is moving to an adoptive home. Learning Objective/Explain how information from the birth family (i.e., medical and genetic history; psychological and emotional characteristics of the parents; religious affiliation; interests and talents) will be used to help maintain their child's identity.	ILT/30 minutes

Module Name	Brief Description and Learning Objectives	Modality and Hours
Activity/A Walk in Their Shoes	To increase social workers sensitivity to eliciting personal information from birth parents, foster parents and adoptive parents. Learning Objective/Identify the two sources which list the information that must be covered in a pre-placement assessment. Explain the worker's role as advisor and consultant to the family after adoptive placement, the need for required contacts during this period and the mandated availability of post adoption services.	ILT/30 minutes
Preplacement Assessment/Barriers to Completing an Assessment	Participants are introduced to the Preplacement Assessment process and the criteria for the Preplacement Assessment. Participants also identify potential barriers in completing the assessment and strategize for overcoming the barriers. Learning Objective/Identify two sources which list the information that must be covered in a Preplacement Assessment. Can conduct thorough joint home study assessments with foster and/or adoptive applicants, including engaging the family in the home study and self-assessment, gathering pertinent information, and drawing accurate conclusions.	ILT/60 minutes
NCKIDS Presentation/Confidential Intermediary Services	Participants are introduced to the role and responsibilities of NC KIDS and how it impacts children experiencing the adoption process. Learning Objective/Using case scenarios, explain why adjusting to adoption is a lifelong process and describe post adoption issues, including normalizing the need for post adoption services. Explain the conflicts and dilemmas inherent in legal risk adoptions. Explain how information from the birth family (i.e., medical and genetic history; psychological and emotional characteristics of the parents; religious affiliation; interests and talents) will be used to help maintain their child's identity.	ILT/45 minutes
In Case of an Emergency	Participants identify concrete ways of relieving stress and developing a self-care plan. Learning Objective/Explain the worker's role as advisor and consultant to the family after adoptive placement, the need for required contacts during this period and the mandated availability of post adoption services.	ILT/15 minutes
Wrap-Up/Closing	Participants comment on their training experience.	ILT/15 minutes

## 9 North Carolina Practice Standards for Leaders, Supervisors, and Workers

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2416039. For more information, see the [Cost Allocation Plan](#). The estimated cost for the Practice Standards Leaders Training is \$71,480 and the estimated cost for the Practice Standards Workers Training is \$92,640.

Module Name	Brief Description and Learning Objectives	Modality & Hours
Introduction to the North Carolina Practice Standards	This course provides an overview of the following/1. The North Carolina Practice Model, 2. How the Practice Standards were developed, 3. The five key elements of the Practice Standards, and 4. The structures of each Practice Standards Trainings/North Carolina Leader’s Practice Standards Training, North Carolina Practice Standards Supervisor Training Series, and North Carolina Practice Standards Worker Training Series.	Self-Paced 10 minutes
North Carolina Practice Standards Leader Training Series: Assessing	<p>This course is the third in a five-course series for Program Managers, Program Administrators, and County Directors in NC county child welfare agencies. It focuses on the Assessing Practice Standard. North Carolina’s practice standard defines assessing for leaders as: <i>Gathering and synthesizing information and using data to make decisions and determine next steps for organizational strategic plans, goals, and objectives.</i></p> <p>This course consists of one self-paced module that introduces participants to the Assessing Core Activities and Practice Standards, provides application of assessing using examples, and provides instruction on how leaders should support their staff implementing their assessing practice standards.</p> <p>Learning Objectives: Taking this course will increase leaders’:</p> <ul style="list-style-type: none"> <li>• knowledge of the Assessing Leader Practice Standards and Essential Functions, and</li> <li>• understanding of good, better, and best behaviors for the Assessing Practice Standards.</li> </ul>	Self-paced/Online/On-demand .33 hours
North Carolina Practice Standards	This course is the second in a five-course series for Program Managers, Program Administrators, and County Directors in NC county child welfare agencies. It focuses on the Engaging Practice Standard. North Carolina’s practice	Self-paced/Online/On-demand

Module Name	Brief Description and Learning Objectives	Modality & Hours
<p>Leader Training Series: Engaging</p>	<p>standard defines engaging for leaders as: <i>Empowering and motivating staff, stakeholders, elected officials, and communities to actively participate with child welfare by communicating openly and honestly, demonstrating respect, and valuing input and preferences.</i></p> <p>This course consists of one self-paced module that introduces participants to the Engaging Core Activities and Practice Standards, provides application of engagement using examples, and provides instruction on how leaders should support their staff implementing their engaging practice standards.</p> <p>Learning Objectives: Taking this course will increase leaders’:</p> <ul style="list-style-type: none"> <li>• knowledge of the Engaging Leader Practice Standards and Essential Functions, and</li> <li>• understanding of good, better, and best behaviors for the Engaging Practice Standards.</li> </ul>	<p>0.25 hours</p>
<p>North Carolina Practice Standards Leader Training Series: Implementing</p>	<p>This course is the fifth in a five-course series for Program Managers, Program Administrators, and County Directors in NC county child welfare agencies. It focuses on the Implementing Practice Standard. North Carolina’s practice standard defines implementing for leaders as: <i>Guides change efforts through a purposeful process resulting in improved outcomes.</i></p> <p>This course consists of one self-paced module that introduces participants to the Implementing Core Activities and Practice Standards, provides application of implementing using examples, and provides instruction on how leaders should support their staff incorporating their implementing practice standards.</p> <p>Learning Objectives: Taking this course will increase leaders’:</p> <ul style="list-style-type: none"> <li>• knowledge of the Implementing Leader Practice Standards and Essential Functions, and</li> <li>• understanding of good, better, and best behaviors for the Implementing Practice Standards.</li> </ul>	<p>Self-paced/Online/On-demand 0.33 hours</p>
<p>North Carolina Practice Standards Supervisor Training Series: Assessing</p>	<p>This course is the third in a five-course series for child welfare supervisors. It focuses on the Assessing Practice Standard. North Carolina’s practice standard defines assessing for supervisors as: supporting and facilitating the gathering and synthesizing of information from children, families, support systems, agency records, and persons</p>	<p>Self-paced/Online/On-demand 0.33 hours</p>



Module Name	Brief Description and Learning Objectives	Modality & Hours
	<p>with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. The supervisor encourages thorough assessing throughout child welfare services, which includes learning from families about their strengths and preferences.</p> <p>This course consists of two modules. The first introduces Assessing Core Activities and Practice Standards, provides application of assessing using examples, and provides instruction on how supervisors should support workers implementing assessing practice standards. The second gives participants an opportunity to see the Assessing Practice Standard in action via a scenario.</p> <p>Learning Objectives: Taking this course will increase supervisors':</p> <ul style="list-style-type: none"> <li>• knowledge of the Assessing Supervisor Practice Standards and Essential Functions, and</li> <li>• understanding of good, better, and best behaviors for the Assessing Practice Standards.</li> </ul>	
<p>North Carolina Practice Standards Supervisor Training Series: Communicating</p>	<p>This course is the first in a five-course series for child welfare supervisors. It focuses on the Communicating Practice Standard, which is the cornerstone essential function of North Carolina's practice model.</p> <p>Communicating underpins all interactions, whether with colleagues or clients, and sets the tone for your working relationship. North Carolina's practice standard defines communicating as: Timely and consistent sharing of spoken and written information so that meaning and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.</p> <p>This course consists of two modules. The first introduces Communicating Core Activities and Practice Standards, provides application of communicating using examples, and provides instruction on how supervisors should support workers implementing communicating practice standards. The second gives participants an opportunity to see the Communicating Practice Standard in action via a scenario.</p> <p>Learning Objectives: Taking this course will increase supervisors':</p> <ul style="list-style-type: none"> <li>• knowledge of the Communicating Supervisor Practice Standards and Essential Functions, and</li> </ul>	<p>Self-paced/Online/On-demand 1 hour</p>

Module Name	Brief Description and Learning Objectives	Modality & Hours
	<ul style="list-style-type: none"> <li>• understanding of good, better, and best behaviors for the Communicating Practice Standards.</li> </ul>	

Module Name	Brief Description and Learning Objectives	Modality & Hours
<p>North Carolina Practice Standards Supervisor Training Series: Engaging</p>	<p>This on-demand self-paced course is the second in a five-course series for child welfare supervisors. It focuses on the Engaging Practice Standard. North Carolina's practice standard defines engaging for supervisors as: <i>empowering and motivating workers, families, and stakeholders through open and honest communication, demonstrating respect, and valuing their input and preferences.</i></p> <p>Learning Objectives: Taking this course will increase supervisors':</p> <ul style="list-style-type: none"> <li>• knowledge of the Engaging Supervisor Practice Standards and Essential Functions, and understanding of good, better, and best behaviors for the Engaging Practice Standards.</li> </ul>	<p>Self-paced/Online/On-demand 1 hour</p>

Module Name	Brief Description and Learning Objectives	Modality & Hours
<p>North Carolina Practice Standards Supervisor Training Series: Implementing</p>	<p>This course is the fifth in a five-course series for child welfare supervisors. It focuses on the Implementing Practice Standard. North Carolina’s practice standard defines implementing for supervisors as: Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans, monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.</p> <p>This course consists of two modules. The first introduces Implementing Core Activities and Practice Standards, provides application of Implementing using examples, and provides instruction on how supervisors should support workers to implement the practice standards for this essential function. The second gives participants an opportunity to see the Implementing Practice Standard in action via a scenario. This course is provided by NCDSS in partnership with Public Knowledge.</p> <p>Learning Objectives: Taking this course will increase supervisors’:</p> <ul style="list-style-type: none"> <li>• knowledge of the Implementing Supervisor Practice Standards and Essential Functions, and understanding of good, better, and best behaviors for the Implementing Practice Standards.</li> </ul>	<p>Self-paced/Online/On-demand 1 hour</p>

Module Name	Brief Description and Learning Objectives	Modality & Hours
<p>North Carolina Practice Standards Supervisor Training Series: Planning</p>	<p>This course is the fourth in a five-course series for child welfare supervisors. It focuses on the Planning Practice Standard. North Carolina’s practice standard defines planning for supervisors as: coaching and mentoring workers on how to synthesize information, engage youth and families, and develop behaviorally specific case plans that get to identified outcomes.</p> <p>This course consists of two modules. The first introduces Planning Core Activities and Practice Standards, provides application of planning using examples, and provides instruction on how supervisors should support workers implementing planning practice standards. The second gives participants an opportunity to see the Planning Practice Standard in action via a scenario.</p> <p>Learning Objectives: Taking this course will increase supervisors’:</p> <ul style="list-style-type: none"> <li>• knowledge of the Planning Supervisor Practice Standards and Essential Functions, and understanding of good, better, and best behaviors for the Planning Practice Standards.</li> </ul>	<p>Self-paced/Online/On-demand 1 hour</p>
<p>North Carolina Practice Standards Worker Training Series/Communicating</p>	<p>This on-demand self-paced course is the first in a five-course series for child welfare workers. It focuses on the Communicating Practice Standards, which is the cornerstone essential function of North Carolina’s practice model. Communicating underpins all interactions, whether with colleagues or clients, and sets the tone for your working relationship. North Carolina’s definition of Communicating is: Timely and consistent sharing of spoken and written information so that meaning and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare. Learning Objectives:</p> <p>Knowledge of the Assessing Worker Practice Standards and Essential Functions;</p> <p>Understanding of good, better, and best behaviors for the Assessing Practice Standard</p>	<p>Self-paced, Online On-demand/ .33 hours</p>

Module Name	Brief Description and Learning Objectives	Modality & Hours
North Carolina Practice Standards Worker Training Series/Engaging	Course is the second in a five-course series for child welfare workers. It focuses on the Engaging Practice Standards. North Carolina’s definition of Engaging is: Empowering and motivating families to actively participate in child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family’s input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services Learning Objectives: Knowledge of the Assessing Worker Practice Standards and Essential Functions; Understanding of good, better, and best behaviors for the Assessing Practice Standard	Self-paced, Online On-demand/.50 hours
North Carolina Practice Standards Worker Training Series/Assessing	Course is the third in a five-course series for child welfare workers. It focuses on the Assessing Practice Standards. North Carolina’s definition of Assessing is: Gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences. Learning Objectives: Knowledge of the Assessing Worker Practice Standards and Essential Functions, and understanding of good, better, and best behaviors for the Assessing Practice Standard.	Self-paced, Online On-demand/ .58 hours
North Carolina Practice Standards Worker Training Series/Planning	Course is the fourth in a five-course series for child welfare workers. It focuses on the Planning Practice Standards. North Carolina’s definition of Planning is: Respectfully and meaningfully collaborating with families, communities, tribes, and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed. Learning Objectives: Knowledge of the Assessing Worker Practice Standards and Essential Functions, and understanding of good, better, and best behaviors for the Assessing Practice Standard.	Self-paced, Online On-demand/ .58 hours

Module Name	Brief Description and Learning Objectives	Modality & Hours
North Carolina Practice Standards Worker Training Series/Implementing	Course is the fifth in a five-course series for child welfare workers. It focuses on the Implementing Practice Standards. North Carolina’s definition of Implementing is: Carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted. Learning Objectives: Knowledge of the Assessing Worker Practice Standards and Essential Functions, and understanding of good, better, and best behaviors for the Assessing Practice Standard.	Self-paced, Online On-demand/.58 hours

## 10 Trainings for Supervisors, Managers, and Leaders

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2416039. For more information, see the [Cost Allocation Plan](#).

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
Critical Thinking in Child Welfare: A Course for Supervisors	Agencies need staff who can approach situations with an open mind, analyze complex information within its context, and respond appropriately and creatively. Participants will be able to define critical thinking, list three factors that influence critical thinking, name at least three critical thinking questions to help workers use objective language in documentation and list three habits that help promote critical thinking.	Online Self-Paced/2 hours	TBD
Secondary Trauma: A Course for Supervisors & Managers Self-Paced Online Session: <i>Module 2: Tools and Strategies for Child Welfare Supervisors</i>	<b>Learning Objectives:</b> This module develops supervisors’ knowledge of team and agency level strategies for addressing secondary trauma and ability to design and implement a plan to address secondary trauma in their team.	Online Self-Paced / 1.33 hours	TBD

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
Secondary Trauma/A Course for Supervisors & Managers/ <i>Self-Paced Online Session: Knowledge Assessment</i>	Complete the Follow-up knowledge Assessment online to assess their learning. Participants must complete all Self-Paced modules and the knowledge assessment in order to participate in the “Putting It into Practice” live online session.	Online Self-Paced Assessment /0.16 hour	TBD
Secondary Trauma: A Course for Supervisors & Managers <i>Live Online Session: Putting It into Practice</i>	<p>Participants will have the opportunity to ask questions and discuss strategies to promote staff resilience.</p> <p><u>Introduction</u> (30 min): Facilitators go through introductions/roll call/communication options/reminders and confidentiality.</p> <p><u>Agenda/Overview</u> (5 min): Facilitators explain the session’s goal is to help supervisors apply what they learned during the self-paced online modules.</p> <p><u>Existing Strategies (20 min)</u>: Facilitators take a poll to gauge how many supervisors already have strategies in place to respond to STS, results of the poll are shared and supervisors are asked to share their strategies with the group.</p> <p><u>Self-Assessment (35 min)</u>: Facilitators revisits the self-assessment materials covered in the self-paced modules. Participants are asked to share how to introduce, model, and encourage the use of self-assessments tools with their team, and what reservations supervisors may have about using self-assessments tools and barriers for implementation of the tools.</p> <p><u>Ongoing Team-Level Strategies (15 min)</u>: Facilitators revisit the strategies material covered in the self-paced modules and through several group activities supervisors work on strategies for implementing STS strategies and supporting staff.</p> <p><u>Creating a Team Resiliency Plan (55 min)</u>: Facilitators revisit the two guides that are used to develop team resiliency plan that is covered in the course’s participants pages. Through a series of facilitated group activities participants identify strategies for the organization and implementation of a brief proposal to submit a</p>	Online Virtual ILT/3 hours	TBD

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>plan to their supervisor or administrator for approval.</p> <p><u>Course Conclusion (10 min):</u> Facilitators remind participants that the goal of this course is to provide them with knowledge and skills they can use in consistently addressing STS on their teams and their agency. Briefly review the handouts containing tools and strategies that can be used with identifying new ongoing team-level and agency-level strategies. Participants are given opportunity to ask more questions.</p>		
<p>Staying Power! A Supervisor’s Guide to Developing and Retaining Child Welfare Staff</p>	<p><b>Overall Description:</b></p> <p>Blended Online Course: Self-Paced online session (6.0 hours) including four (4) modules and a Knowledge Assessment, followed by a Live Online Session (3.0 hours). Participants have two weeks to complete the self-paced session.</p> <p><b>Learning Objectives:</b></p> <p>Supervisors will learn how to help new workers develop their skills and independence, know how to overcome challenges and support professional development of seasoned workers, assess and improve team functioning – including understanding and motivating different generations of workers, and build skills in strengths-based coaching to improve staff’s problem-solving and performance.</p> <p>(See below)</p>	<p>Blended–Self-Paced modules and ILT virtual classroom</p>	<p>5,650.00 per event, funding RCC 6039</p>
<p><i>Module 1: Workforce Trends and Retention</i></p>	<p>In this module, through a series of interactivity and videos, supervisors learn to understand the connection between staff turnover and outcomes for children and families, describe the “pull” and “push” factors that can cause staff stay or leave their agencies; and to explain three supervisory roles needed to retain staff (administrative, educational, and supportive supervision).</p>	<p>Self-Paced Online Session</p>	
<p><i>Module 2: Supervision for Retention</i></p>	<p>In this module, through a series of interactivity and videos, supervisors learn about the four states of worker development, strategies and tools to help workers in each of those stages, common types of challenging workers.</p>	<p>Self-Paced Online Session</p>	



Course	Brief Description and Learning Objectives	Modality & Hours	Cost
	Supervisors also have the opportunity to reflect on members of their team.		
<i>Module 3: Team Development</i>	In this module, through a series of interactivity and videos, supervisors learn about working with different generations on their team, the Team Pyramid and what makes an effective team, assessing their team’s effectiveness, and strategies to improve their team’s effectiveness.	Self-Paced Online Session	
<i>Module 4: Coaching</i>	In this module, through a series of interactivity and videos, supervisors learn about why coaching matters, the principles of coaching that help supervisors maintain a coaching mindset, coaching questions to ask your staff, and the two approaches to supervision—traditional and coaching.	Self-Paced Online Session	
<i>Knowledge Assessment</i>	Complete the Follow-up knowledge Assessment online to assess their learning. Participants must complete all Self-Paced modules and the knowledge assessment in order to participate in the “Putting It into Practice” live online session	Self-Paced Online Session	
<i>Live Online Session: Putting It into Practice</i>	<p>Through a series of activities and skills practice sessions combined with some additional information, facilitators will deepen and expand topics covered in the self-paced online modules. Participants will have opportunity to use their workbook, to ask questions and a chance to learn from their classmates.</p> <p><u>Check-in (40 min):</u> Facilitators go through introductions/roll call – mic check/communication options/guidelines for participation, norms/agenda, and Q&amp;A on what participants learned from the self-paced online modules.</p> <p><u>Strength-Based Supervision (20 min):</u> On the first self-paced module participants developed a profile of a model supervisor, then answered a few questions. During this session participants write on a chat pod the thoughts they recorded on their workbook and discuss with the group what they have written. Through group discuss participants identify common themes, organize</p>		

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>the list of skills by categorizing them into the three types of supervision.</p> <p><u>Challenging Worker (25 min):</u> Through a series of activities, facilitators help participants to review material covered on the self-paced modules regarding the four types of challenging workers, including the behaviors they often display, and the stages of worker development.</p> <p><u>Effective Teams (25 min):</u> Through a series of activities, participants process the results of the tools they completed on their workbook: “Effective Teams Assessments”, Effective Team Planning, and Effective Teams Plan. Participant also process strategies for supporting their team.</p> <p><u>Coaching Skills (50 min):</u> Facilitators explain Coaching Guide and specifically the three-question framework that guide coaching conversations. Then, supervisors are asked to participate in skills practice roles and debrief activities.</p> <p><u>Closing (10 min):</u> The group has opportunity to complete the following sections of Transfer of Learning: Live Session Notes from Activities/Strategies and Summary Reflections</p>		
<b>Stepping Into Supervision</b>		9 days, Instructor-Led Training. 3 days over 3 months	TBD
Introduction and Overview, Norms, Expectations, & Principles of Partnership	<ul style="list-style-type: none"> <li>a. Introductions</li> <li>b. Supervisor Competencies</li> <li>c. Roles: Trainers and Participants</li> </ul>	ILT/ 105 min	
Kolb’s Learning Styles Inventory	<ul style="list-style-type: none"> <li>a. Identifying Your Learning Style</li> <li>b. Activity: Exploring Each Learning Style</li> </ul> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>1. Identify biases or values and apply them to his/her work as a supervisor.</li> </ul>	ILT/105 min	

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
	<ol style="list-style-type: none"> <li>2. Identify his/her own individual learning style through completion and review of assessment survey.</li> <li>3. Assess the individual learning styles and needs of staff and select appropriate teaching strategies to build staff skills.</li> </ol>		
<p>Managing Your Change: Transition from Worker to Supervisor</p>	<ol style="list-style-type: none"> <li>a. Overview of Bridges' Model</li> <li>b. Three Phases of Transition</li> <li>c. Transition Activity</li> </ol> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the differences between change and transition.</li> <li>2. Develop plan to support workers as they manage transitions and change in the workplace</li> </ol>	<p>ILT/90 min</p>	
<p>Transfer of Learning &amp; Closing</p>		<p>ILT/15 min</p>	
<p>Check In/Three Circles/Circle of Influence</p>	<ol style="list-style-type: none"> <li>1. Identify at least three strengths and three challenges he/she faces in his/her as a supervisor.</li> <li>2. Develop a plan to promote and enhance strategies and to address and ameliorate challenges in his/her role as supervisor.</li> </ol>	<p>ILT/25 min</p>	
<p>Self-Care</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify at least three stresses facing supervisors in their daily practice.</li> <li>2. Develop an individualized self-care plan to address workplace stress.</li> </ol>	<p>ILT/20 min</p>	
<p>Differences between Leader &amp; Manager</p>	<ol style="list-style-type: none"> <li>a. Overview</li> <li>b. Supervision Scenarios</li> <li>c. Identifying Areas of Growth</li> </ol>	<p>ILT/55 min</p>	
<p>Working with My Supervisor</p>	<p>Supervisors develop a plan for how they need to be supported by their managers.</p>	<p>ILT/25</p>	
<p>People as Resources</p>	<ol style="list-style-type: none"> <li>a. Assessing Our Systems</li> <li>b. Framework for Viewing Others</li> </ol>	<p>ILT/55 min</p>	
<p>Steeling</p>	<p>Supervisors learn developmentally appropriate tasks to help "steel" new staff as they onboard so they are successful.</p>	<p>ILT/30 min</p>	

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
Educational Supervision: Analyzing Performance	<p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe how to conduct an effective performance development plan with staff.</li> <li>2. Describe two ways to build critical thinking and/or independent casework practice with staff.</li> </ol>	ILT/15 min	
Professional Development Plan	<ol style="list-style-type: none"> <li>a. Overview</li> <li>b. Applying the PDP in Work Settings</li> </ol>	ILT/30 min	
Staffing vs. Supervision	<ol style="list-style-type: none"> <li>a. Scheduling Conferences</li> <li>b. Mental and Physical Preparation</li> <li>c. Recording</li> </ol>	ILT/40 min	
Transfer of Learning and Closing		ILT/15 min	
Check In/Evaluation Process	<ol style="list-style-type: none"> <li>a. Overview</li> <li>b. Preparing for Evaluation Conferences</li> <li>c. Tips to Consider</li> </ol> <p>Learning Objective:</p> <ol style="list-style-type: none"> <li>1. Explain how to conduct effective evaluation conferences with staff.</li> </ol>	ILT/40 min	
Retention and Stay Interviews	<ol style="list-style-type: none"> <li>a. Overview</li> <li>b. Stay Interview Activity</li> </ol> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify three supervisory responsibilities associated with retention.</li> <li>2. Identify three Stay Interview strategies closely linked to retention.</li> </ol>	ILT/15 min	
Puzzle Team Building Activity		ILT/40 min	
Effective Team Meetings	<p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Using an effective team meetings plan, identify three action steps to improve team meetings.</li> <li>2. List at least two strategies to promote an effective meeting with a group of supervisees.</li> </ol>	ILT/30 min	
Team Development Model	<ol style="list-style-type: none"> <li>a. Overview of Tuckman’s Model</li> <li>b. Team Development Assessment and Movement Plan</li> </ol> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe the four stages of team development.</li> </ol>	ILT/55 min	

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
	<ol style="list-style-type: none"> <li>2. Assess the work unit's stage of development as a group using the four stages model.</li> <li>3. Develop a plan to support the work unit's progress through the stages of group development.</li> </ol>		
Cultural Self-Assessment	<ol style="list-style-type: none"> <li>a. Cultural Self-Assessment and Discussion</li> </ol>	ILT/35 min	
Transfer of Learning and Closing		ILT/30 min	
Welcome and Introductions	<ol style="list-style-type: none"> <li>a. Welcome &amp; Housekeeping</li> <li>b. Introductions</li> <li>c. Norms</li> <li>d. Overview</li> </ol>	ILT/71 min	
Review of Application Plan and Homework	<ol style="list-style-type: none"> <li>a. TOL Application Plan</li> <li>b. Pre-Training Assignment</li> </ol>	ILT/30 min	
Legal and Policy Context for Child Welfare Services	<ol style="list-style-type: none"> <li>a. Review Legal and Policy Context</li> <li>b. Activity</li> </ol> <p>Learning Objective:</p> <ol style="list-style-type: none"> <li>1. Give two (2) examples of how the social work supervisor can safeguard confidential information.</li> </ol>	ILT/90 min	
Critical Thinking	<ol style="list-style-type: none"> <li>a. Overview</li> <li>b. Enhancing Critical Thinking: A Supervisor's Guide</li> </ol>	ILT/40 min	
Introducing the Johnsons	<ol style="list-style-type: none"> <li>a. Case Study</li> <li>b. Activity</li> </ol> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Using a CPS Intake scenario, identify at least three (3) policies addressed during the Intake process.</li> <li>2. Identify three (3) resources to locate guidance and legal supervisory responsibilities and respective policies.</li> <li>3. Explain how laws, regulations, and policy inform supervisory practice and supervisory relationships.</li> <li>4. Compare and contrast supervisors' use of policy with workers' use of policy</li> </ol>	ILT/55 min	

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
Transfer of learning/Closing		ILT/15 min	
Operational Use of Self	<p>a. Overview</p> <p>b. Self-Assessment</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the two (2) dimensions of "Use of Self" in the role of the supervisor.</li> <li>2. Give examples of the way in which personal values, aptitudes, and skills of the supervisor can impact communication with staff regarding policy and practice.</li> </ol>	ILT/60 min	
Creating a Culture of Appreciation	<p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify at least two (2) action steps to create a culture of appreciation among staff.</li> <li>2. Define a "culture of appreciation" and explain how it builds and maintains positive relationships both internally and externally</li> </ol>	ILT/40 min	
Coaching	<p>a. Discussion</p> <p>b. Practice Exercise</p> <p>Learning Objective:</p> <ol style="list-style-type: none"> <li>1. Apply the coaching process in a CPS Assessment role play using the Plan, Do, Study, Act model to create a safety plan.</li> </ol>	ILT/75 min	
Applying Motivational Interviewing Skills	<p>a. Discussion</p> <p>b. Practice Exercise</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe how the stages of change drive positive approaches to consistent practice.</li> <li>2. Describe how to use an adapted form of motivational interviewing to facilitate positive change in clients.</li> </ol>	ILT/65 min	
Conclusions	<ol style="list-style-type: none"> <li>a. Feedback from the Day</li> <li>b. Questions for Processing</li> <li>c. Preparation for Day 6</li> </ol>	ILT/20 min	
Welcome		ILT/15 min	
Understanding the Supervision Triad: Administrative,	<p>a. Discussion</p> <p>b. Activities</p> <p>Learning Objective:</p>	ILT/215 min	

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
Supportive, and Educational Supervision	1. Explain the Supervision Triad and name at least three (3) job responsibilities in each category.		
Ethical Supervision Model	a. Discussion b. Practice Exercise Learning Objective: 1. Apply the Ethics-ADL Model to a case scenario to improve ethical decision-making skills.	ILT/50 min	
Conclusions	a. TOL, Application Plan, and Homework	ILT/25 min	
Welcome and Review of Homework- Evidence-Based Practice	Learning Objectives: 1. Explain three (3) ways evidence-based practice can improve child welfare. 2. Describe the four-step process to search for evidence-based practices.	ILT/40 min	
Typical Day in the Life of a Supervisor	Learning Objectives: 1. Identify and define five (5) day-to-day supervisory roles.	ILT/70 min	
Identifying Key Roles and Tasks of Day-to-Day Functions of a Supervisor		ILT/40 min	
When Policy and Practice Collide	Using a case scenario, identify two (2) conflicting supervisory roles.	ILT/60 min	
Problem-Solving Model	Learning Objective: 1. Apply the seven (7) basic elements of problem solving in a case scenario to identify the problem and determine the goal or outcomes for successful case closure.	ILT/60 min	
Conclusions, TOL, and Preparation for Day 8		ILT/15 min	
Welcome and Review of Homework		ILT/15 min	
Managing Crises and Unexpected Changes	a. Overview b. Emergency Preparedness Exercise I c. Emergency Preparedness Worksheet/Plan II Learning Objectives: 1. Differentiate between a routine or foreseeable emergency and a crisis or unexpected emergency.	ILT/75 min	

Course	Brief Description and Learning Objectives	Modality & Hours	Cost
	2. Create a "Supervisory Emergency Preparedness Plan" utilizing a case scenario.		
Staff Supervision	Learning Objective: 1. Name the four (4) requirements of a child welfare unit team.	ILT/45 min	
Working Effectively with Teams	a. Unit Meetings b. Supervisor Role in Mandated Mtgs Learning Objective: 1. Identify three (3) action steps to decrease barriers and/or strengthen assets to promote collaboration within a child welfare unit. Describe the role of the supervisor in the mandated meetings (e.g., CFTs, multi-disciplinary team meetings) before the meeting, during the meeting, and after the meeting.	ILT/95 min	
Cultural Humility		ILT/25 min	
Conclusions, TOL, and Homework		ILT/30 min	
Welcome	a. Introduction and Capstone Activity	ILT/180 min	
Capstone Activity and Presentations	Learning Objective: 1. Demonstrate application skills and knowledge learned throughout the course by participating in a capstone activity to create a mock child welfare unit.	ILT/160 min	
Conclusions, TOL, Feedback, and Evaluation		ILT/30 min	
Introduction and Overview, Norms, Expectations, & Principles of Partnership	d. Introductions e. Supervisor Competencies f. Roles: Trainers and Participants	ILT/ 105 min	
Kolb's Learning Styles Inventory	c. Identifying Your Learning Style d. Activity: Exploring Each Learning Style Learning Objectives: 1. Identify biases or values and apply them to his/her work as a supervisor.	ILT/105 min	



Course	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>2. Identify his/her own individual learning style through completion and review of assessment survey.</p> <p>3. Assess the individual learning styles and needs of staff and select appropriate teaching strategies to build staff skills.</p>		

## 11 Ongoing Trainings

### 11.1 Building Cultural Safety

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2422480. For more information, see the [Cost Allocation Plan](#).

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Description	<p>Three Day course, 18 credit hours.</p> <p>This three-day interactive, foundational training designed to enhance the cultural knowledge and sensitivity of social workers and supervisors working with culturally diverse individuals and families</p>	ILT /	TBD
<i>Welcome/Check In/ Case Presentation/ Cultural Safety Activity.</i>	<p>Welcome participants and orient them to the site and training materials. Engage participants, through brief activity, to meet and assess probability of neglect with Roberts Family via case presentation scenario. Have participants experience the importance of establishing cultural safety as key to the first step in working with children, youth, and families- through an activity.</p>	ILT – 45 min	
<i>Introductions/Agenda Overview/Goals for Training/Establishing Ground Rules.</i>	<p>Engage group in introductions encouraging sharing to begin to establish and model cultural safety. Review Agenda/Roadmap for training – preview content and topics which will be covered. Discuss with group the goals, focus of the training, and importance to their work. Highlight and discuss group norms for participants and instructors to utilize to support a safe learning environment.</p>	ILT – 45 min	
<i>County Culture</i>	<p>Using large and small group discussions, engage participants in exploring county culture around disproportionality. Share related statistical information regarding disproportionality.</p>	ILT – 30 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
<i>Concept Quiz</i>	Using a quiz like format, group reviews and matches diversity terms to their definitions. Group discusses terms, definitions, and concepts as a basis to launch future discussions in training. Objective to be able to define cultural safety and at least three related concepts.	ILT – 45 min	
<i>Diversity Iceberg</i>	Using an interactive iceberg activity participants will be able to explain elements of culture and diversity	ILT– 45 min	
<i>Roberts Iceberg/ Ladder of Inference</i>	Participants will apply the iceberg activity to the Roberts Family (Case Presentation Scenario) they assessed earlier in day. Exploration of factors which exist with Roberts Family, exist with agency documentation, and community reporting are considered as language usage, subjectivity and biases (agency/worker) begin to be explored. Ladder of Inference decision making theory explained and shared with participants. Participant then utilize this theory to apply the decision making theory to the Roberts Family case scenario. Workers will then describe the challenges they face when assessing neglect and the service needs of the family and be able to come up with three engagement strategies to work with the case scenario family.	ILT – 45	
<i>Unconscious Bias</i>	Workers engage in an activity (ahead of class) to explore potential areas of bias, and connect with their feelings/reactions to results. Large group activity then engages group in acknowledging the presences of implicit biases encountered daily. Objective, workers will be able to explain unconscious (implicit) bias and the importance of identifying it. Workers should be able to describe at least one strategy for uncovering unconscious biases and name three steps they take to manage them. Workers can also reflect and describe the importance of on-going assessment of one’s own values, beliefs and culture and how it relates to assessments and decision-making in child welfare services.	ILT – 60	
<i>Closing/ Start/ Stop/ Continue</i>	Review with group the day’s content and activities. Using their Start/Stop/Continue tool participants will identify one activity or discussion and share how they will apply it to the work they do.	ILT – 15 min	
<i>Welcome/Check In</i>	Welcoming group back to Day 2. Review agenda/focus for day; check on expectations and learning norms.	ILT – 5–10 min	
<i>Ethnocentrism</i>	Exploration of mainstream values occur through an experiential activity. Discussion about influence of how	ILT – 45–60 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>mainstream values and other factors affect perspective and engagement. Ethnocentrism and ethno-relativism defined and discussed. Workers will be able to describe at least two pitfalls of an ethnocentric approach to working with children and families.</p> <p>Workers able to explain how ethnocentrism or ethno-relativism may apply when interacting with children and families.</p> <p>Workers can identify how ethno-relativism respects the family's culture and traditions as well as accomplish the goal of child protection, well-being and permanency and provide an example of ethno-relativism in child welfare practice.</p>		
<i>Privileges</i>	<p>Participants invited to consider and identify the privileges they have – both earned and unearned. Using both small and large group discussions, participants discuss various privileges and their impacts to others, to children/families, and within the child welfare system. Participants are able to list one strategy for how to be an ally with the 'given' or 'earned' privileges personally identified in the context of their work with families.</p>	ILT – 30 min	
<i>Disproportionality in Child Welfare</i>	<p>Through use of lecture, group discussion, and video disproportionality, disparity and their impacts to children/families in child welfare are reviewed and talked about. Workers are able to explain disproportionality, and disparity in the child welfare system.</p> <p>Workers are able to name three theories used to explain disproportionality, overrepresentation and disparity in the child welfare system and are able to describe at least one strategy for reducing disproportionality.</p>	ILT – 45 min	
<i>Native American</i>	<p>Using lecture, video, and group discussion information about North Carolina's 8 tribes are shared with participants. Workers are encouraged to reflect and discuss on how their agencies engage with tribal communities, and personally assess their knowledge on key factors to supporting their work with children/families with this population. Workers able to name one North Carolina federally recognized tribe and three state recognized tribes; will be able to differentiate between Federal Law (ICWA) and NC Statute 143B-139.5A as they pertain to agency involvement with Native American Children.</p>	ILT – 45 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	Workers can name and describe the purpose to the DSS forms used as a first step in engaging tribes with county DSS agencies		
<i>LGBTQIA+</i>	Using activity, lecture, and discussion workers are engaged in looking at how to support children/families within the LGBTQIA+ community by exploring both child welfare history, practices, and individual agency culture and practices related to serving this community. Workers will be able to describe the organizational culture of their agency related to LGBTQ issues, and will identify at least one strategy for balancing personal and professional values when they are in conflict. Workers will also be able name at least one resource for working with the LGBTQ population.	ILT – 45 min	
<i>Stereotypes</i>	Through discussion workers can describe the processes of stereotyping, explain the importance of ongoing self-assessment of values, biases and stereotyping, and name 4 stereotypes which exist in social work practice	ILT– 60 min	
<i>Closing – Reflections/ Looking Ahead</i>	Summarizing discussions and activities completed during the day. Opening floor for questions, clarifications, and sharing about the participation and discussions of the day. Using their Start/Stop/Continue tool participants given chance to reflect and capture key learning points from the day.	ILT – 10–15 min	
<i>Welcome/Check In</i>	Review of day's agenda, check in on norms. Questions and sharing from previous day.	ILT – 10–15min	
<i>Micro Messages and Micro Inequities</i>	Micro messages, inequities, and aggressions defined and explained. Activity engaging participants to identify a workplace micro inequity and develop strategy(ies) to manage and address them. Workers will be able to explain micro-messages and micro-inequities, and give three examples of micro-messages that may impact interventions with families. Workers able to name three strategies for combating micro-messages and micro-inequities.	ILT –60 min	
<i>Cultural Sharing</i>	Modeling safe environment and space, participants invited to describe and share an aspect of one's own cultural identity. Activity supports upcoming group work related to messaging and perspectives from one's past.	ILT –60 min	
<i>Multi Cultural Profile</i>	Using a multi cultural profile tool, workers explore and identify different aspects of culture that are present or missing in their lives. At the end of activity and	ILT –25 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	discussion, workers can describe the cultural context in which one lives and interacts and can identify one strategy for developing relationships with people who are perceived as “different”.		
<i>Perspectives on your Past</i>	Small group discussions, providing participants opportunities to share messages they received growing up and in their lives about people who were similar and different from them. Groups given time and opportunity to discuss and reflect on how these messages impact the work they do with families while considering other insights gained from their group about the sharing and process of sharing.	ILT –75 min	
<i>Who Am I? and Who Are You?</i>	Group reading aloud of poem Who Am I. Workers then asked to write their own reflective piece about who they are – and how others may see them in Who Are You? Group members given space to share their reflective pieces with rest of group. Focus is on sharing, awareness, and modeling of how to engage in a culturally safe environment.	ILT –40 min	
<i>Personal Diversity Goals</i>	Participants reflect on their learning over the past three days and develop their own personal diversity goals they would like to include in the work they do.	ILT 20 min	
<i>Closing/PSF Instructions</i>	Wrap up and review of training course, content, and discussions. PSF instructions shared with participants, as well as expectations related to their certificate of completion.	ILT –10 min	

## 11.2 LINKS

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2412475 and/or 2416039.

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
LINKS	LINKS is a curriculum devoted to providing basic independent living training on principles, assessment, teaching skills, and developing an effective LINKS program. This program is a three-day residency seminar.	Instructor-Led Training, virtual/14 hours	TBD

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Module 1 /Welcome, Course Introduction, Pre-Test, and opening activity	<p><b>Description:</b> Participants are welcome to the onset of training, overview of the training content and format, administered a pre-test to determine what participants already know about LINKS before the training and numbers activity that helps message resource LINKS programming can be to youth in FC.</p> <p><b>Objective:</b> Participants will understand what to expect from this training and have a base of what they know about LINKS prior to completing the training.</p> <p>Understand the intended frame LINKS Program provides for Youth in FC.</p>	ILT/20 min Activities/20 min (10 min each)	
Module 2/What is a LINKS Program and Activity	<p><b>Description:</b> Define what a LINKS Program is as an adolescent independent living program to the participants.</p> <p><b>Objective:</b> Be able to define the LINKS program and what it involves.</p>	ILT/30 min Activity/30 min	
Module 3/Independent Living Continuum	<p><b>Description:</b> Participants will recreate their own journey toward independence and discuss what is needed for Youth in FC to gain the skills to achieve self-sufficiency.</p> <p><b>Objective:</b> Be able to name the 4 phases of ILC and to understand the necessity to recreate these 4 phases of the Independent Living Continuum for Youth in FC.</p>	ILT/ 20 min Activity/ 15 min	
Module 3/Who Needs Independent Living? IL Adolescent Profiles Activity	<p><b>Description:</b> This module covers the traumatic outcomes for youth who are not a part of a ILP and preparation before exiting FC.</p> <p><b>Objective:</b> Understand that all youth need IL preparation prior to exiting FC and regardless of their long-term placement goals.</p>	ILT/30 min Activity/20 min	
Module 4/Developing a Team Format for a comprehensive LINKS Program and LINKS Program Overview (policy discussion)	<p><b>Description:</b> Cover the need to develop a LINKS program within the community, facilitate a discussion on using the team approach for building life skills and how an understanding can promote and increase</p>	ILT/45 min Activity 15 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>the developmental assets with youth. Review the LINKS Program Policy information.</p> <p><b>Objective:</b> Will learn to identify member within the agency and community who can contribute toward the goal of the ILP. Will understand the importance of cooperation between local DSS staff and GH providers to increase the opportunities for youth to have access to IL supports.</p>		
Module 5/Qualitative & Quantitative Assessments with Youth.	<p><b>Description:</b> Discuss the process for the completion of youth focused assessments.</p> <p><b>Objective:</b> Understand both qualitative and quantitative assessments and how to use these assessments to assess the emotional, social, and environmental factors contributing to adolescent behaviors and needs.</p>	ILT: 60 min	
Module 6/Case Plans	<p><b>Description:</b> Discussion about case plans is described as a road map and emphasizes the importance of youth participation in the development of these plans.</p> <p><b>Objective:</b> Participants will understand how essential it is to involve youth in the development of these plans as it answers their need to have some control, establish their own identity and exposes the need for them to be viewed as a resource.</p>	ILT: 30 min	
Module 7: LINKS Outcomes	<p><b>Description:</b> Review and discussion around the 8 outcomes of the LINKS Program.</p> <p><b>Objective:</b> Participants will be able to recite the 8 program outcomes, define them and understand how to use the to develop plan objectives for youth.</p>		
Module 8: Afternoon Walking Continuum	<p><b>Description:</b> Provides decisions youth are faced with making and give participants an opportunity to consider their responses/position on these various events.</p> <p><b>Objective:</b> Know how important it is to let youth be involved in their own decision-</p>	Activity: 15 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	making and be aware not to allow their own values to influence the decisions they make want to make for themselves.		
Module 10: Overview of Decision Making, The Decision-Making Process and Decision Making	<p><b>Description:</b> Discussion around decision making and its historic practice for youth in FC, discuss PACE the decision-making process that gives them a frame for making decisions.</p> <p><b>Objective:</b> Increase knowledge of decision-making</p> <p>Know what PACE is and how it's used as a guide for youth in making decisions.</p>	ILT/ 60 min Activity/ 15 min	
Module 11: A Case Study Activity	<p><b>Description:</b> Activity that focuses on taking advantage of opportunities/teachable moments for youth in everyday situations that can help build life skills and improve their decision making.</p> <p><b>Objective:</b> Increase knowledge of how placement issues, trauma and other crises can have a varying degree of impact on a youth ability to make decisions.</p>	ILT/ 20 min Activity 30 min	
Module 12: Recap from Day 2 and Introduction of Day 3 content	<p><b>Description:</b> Review Day 2 and provide participants with a rundown of the agenda for Day 3.</p> <p><b>Objective:</b> Be able to answer any questions of participants lingering from the day before</p> <p>Have knowledge of what will be covered for the final day of LINKS training.</p>	ILT: 15 min	
Module 13: ETV/NC Reach Presentations and Education and Work Experience Resources	<p><b>Description:</b> This module discusses the need for youth to gain employment experience and be able to obtain the necessary exposure/training to secure employment while they still have a safety net of supportive adults.</p> <p><b>Objective:</b> Realize the impact of educational and work opportunities/resources for youth to be able to obtain the educational/employment goals</p>	ILT (Program Presentation) 60 minute	



Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Module 14: SaySo Presentation	<p><b>Description:</b> A full presentation on the SaySo program will be delivered by the member of this program. They will provide information that is pertinent to youth advocacy and community/agency representation across the state of North Carolina.</p> <p><b>Objective:</b> To have a complete understanding of what SaySo stand for and the resource they are to adolescent youth in FC.</p>	ILT: (Program Presentation) 60 min	
Module 15: Marketing your LINKS Program	<p><b>Description:</b> This module gives participants an opportunity to work with others from other counties to plan a LINKS Program (Meeting/Group) around one of the 8 LINKS program outcomes</p> <p><b>Objective:</b> Participant will conclude this module with a fully planned LINKS group to take back to the local LINKS programs to deploy.</p>	ILT: 15 min Activity: 45 min	
M16: Closing Energizer, Post-Test, and Evaluations	<p><b>Description:</b> Support Web activity, administration of the post-test and inform participants of the delivery and completion of the PSF for this training.</p> <p><b>Objective:</b> To understand how important a strong support system is for adolescence in Foster Care.</p> <p>And be able to determine how much their knowledge of the LINKS Program has increased since the onset of this training.</p>	ILT:20 min Activities: 20 min	

## 11.3 Navigating Child and Family Teams: The Role of the Facilitator

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2412480.

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Description	<p>Three day online course. (Using Synchronous and Asynchronous engagement) 18 credit hours</p> <p>This course is an intensive skill-building opportunity for those who will be facilitating child and family team meetings. Participants will learn how to effectively facilitate child and family teams by first understanding how the role of the facilitator differs from that of the traditional social worker.</p>	ILT/ NC State University	\$14,767.00 per event
<i>Welcome, Introductions, Tech Review/Support, Agenda</i>	Participants engage with tech/gain comfortability with technology; Welcome everyone to training, set the tone for training, and develop understanding of the progression of training days and learning environment.	ILT – 30 min	
<i>We Are All on this Journey Together</i>	To establish group norms for behavior, creating a safe and productive learning environment. Parallels in process explored for this activity (and throughout training modules) and how facilitators should engage with group process (such as with CFTs – and ground rules)	ILT– 30 min	
<i>Marooned on Facilitation Island</i>	<p>To assist in building group cohesion, illustrating interactive dynamics, and displaying problem-solving styles</p> <p>This activity's goal is to support participants' understanding of group formation, problem-solving styles, interactive dynamics, and early group cohesion. These topics all relate to the group dynamics a facilitator sees within the CFT process. Facilitators are also responsible for monitoring and/or redirecting within these processes.</p>	ILT – 30 min	
<i>Two Destinations Many Different Routes</i>	To define and explore the unique role of the facilitator; to distinguish this role from traditional casework, to encourage participants to think about the skills and attributes they personally bring to the role of the facilitator. Workers able to describe elements of CFT process and begin to	ILT – 30 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	explore the difference in engagement with the group as a facilitator vs. worker		
<i>CFT Policy on Facilitation</i>	Key child welfare CFT policy points shared with workers. Identifying where in policy CFTs are discussed; and sharing both mandatory and guidance elements related to facilitator's role with CFTs and policies.	ILT – 30 min	
<i>Facilitation Compass</i>	Participants engage in a creative activity to think through what skills and attributes they will bring to the facilitator role as well as what their current concerns and areas for growth may lean towards. Workers will be able to identify the individual strengths and concerns they have as they relate to CFT facilitation and role of the facilitator.	ILT – 30 min	
<i>Facilitator of an Inclusive Process</i>	Presentation/discussion on how the role of facilitators (in family group decision making) is to be focused on moving groups away from traditional staffing type meetings, to family group decision-making meetings where families and professionals all participate together as partners. Workers able to identify elements and actions a facilitator needs to do to support an inclusive group process	ILT – 30 min	
<i>NASW Standard/Neutrality</i>	Through an activity and discussion, emphasis is placed on the importance of discussing CFT referrals with social workers/referring agencies and how that relates to maintaining neutrality as the facilitator at all points of the CFT process. Workers will be able to describe the NASW practice standards related to mediation/neutrality; identify at least 2 neutral facilitation points and explain the importance of neutrality to a facilitator of a group process.	ILT – 40 min	
<i>Closing</i>	Review of day's material, sharing learning points and feedback from different modules.	ILT – 10 min	
<i>Welcome Check In Agenda Review</i>	Welcome, check in/agenda review. Answer any questions from previous day and regarding upcoming material.	ILT 5–10 min	
<i>Keen Listening</i>	Using an experiential activity, participants experience the importance of communication and impacts when barriers are present. The role of	ILT – 30 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	observation, listening, and awareness is discussed as pertains to role of facilitator.		
<i>Importance of Preparation Discussion</i>	Participants will be able to identify areas important to a facilitator to be prepared to manage a meeting process; explain the value of purpose development in a referral; identify boundaries to preparation discussion	ILT – 30 min	
<i>Cultural Facilitation Skills/Ethnographic Interviewing</i>	Discussion on role of culture in CFT meeting process and how the facilitator can engage culture as part of the inclusive process. Ethnographic Interviewing tools shared with group, and opportunity to practice the tools as facilitator tools (to support group brainstorming and idea sharing) using family case scenario. Workers will be able to use information presented to them (with scenario) and demonstrate how ethnographic interviewing questions help expand information sharing and inclusion with groups.	ILT – 60 min	
<i>Facilitation Dilemmas</i>	Using 20 mini scenarios, participants work in groups to identify strategies a facilitator would use to support managing the challenges presented, while remaining neutral in their role as a facilitator. Workers are asked to identify areas that challenge them, and made to identify and differentiate responses of a facilitator vs. social worker.	ILT– 60 min	
<i>Facilitation Skills/Practice</i>	Discussion of various skills facilitator’s may use when managing group processes. Workers able to name and identify at least 3 skills and how they can support group discussions, productive CFT meetings. Small groups then used to connect facilitation skills to mini scenarios –and workers asked to script out responses that support their neutrality as a facilitator, meet a group’s needs, and encourage inclusivity.	ILT – 60 min	
<i>Looking Back/Closing</i>	Reflections upon the practice opportunities of the day, feedback, sharing.	ILT – 10–15 min	
<i>Welcome Back Check in Agenda Review</i>	Welcome, check in/agenda review. Answer any questions from previous day and regarding upcoming material.	ILT 10 min	
<i>Activity: Assumptions</i>	Experiential activity focused on communication, perception/perspectives which may exist with	ILT – 25–30 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	group process. Awareness of how assumptions can impact group process from all roles. Emphasis placed on how awareness facilitator needs to have for others involved in group meetings.		
<i>Facilitator as Navigator – Individual Activity</i>	Agenda for a child and family team meeting is shared – and tips for how the facilitator’s role in different parts of the meeting shared. Introduction of a CFT meeting process is modeled, and importance of the opening of a meeting upon group safety and engagement discussed. Participants given individual time to create and prepare their “opening” to a meeting from Welcome through to Information Sharing.	ILT – 30–35 min	
<i>Facilitator as Navigator – Practice Activity</i>	Workers placed into groups and each participant practices their opening to a meeting – focusing on key information that needs to be shared, bringing their authentic voice to the opening, and gaining confidence through practice of how they will open a CFT meeting.	ILT – 45 min	
<i>Feedback – Giving/Receiving; Sharing</i>	Following small group practice, instructors share mechanisms for giving and receiving feedback. Importance of feedback to professional growth emphasized and workers asked to identify feedback for each other based on previous practice activity. Group members then model and practice giving/receiving feedback.	ILT – 15 min	
<i>Closing – Asynchronous Activity instructions/ support</i>	Questions and comments from day responded to; instructions and support for the asynchronous portion of the training discussed and trainers available for them while they work in Moodle.	ILT – 15 min	
<i>Moodle activities – individually completed, self paced</i>	During the asynchronous portion of training – workers engage in watching of video clips of facilitators/CFT meetings and responding to discussion board questions reflecting the learning/lessons of each video clip; workers read/review pages of facilitation information and respond to discussion board questions highlighting important take away components: workers upload their facilitation compasses; workers upload their action plan;	Individual Activity – Self paced Moodle – 5–7 hours	

## 11.4 Connecting Families: Family Support in Practice

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2412480.

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
<b>Description</b>	Six Day curriculum 36 credit hours. A curriculum designed for family support, self-sufficiency case managers, and family resource center workers that provides instruction in the skills necessary for working successfully with families and individuals in center-based programs, in community-based programs, in support groups of all kinds, and through home visiting.	ILT/ NC State University	\$29,669.00 per event
<i>Welcome Introduction to Training, Explorer/Vacationer/Prisoner Activity, Introduction to Family Support Toolbox Tracker, Participant Introductions</i>	To connect with participants, orient them to the material, the facilitators and get them ready for the training. Orient the group to their toolbox tracker to support the collecting of tools/ideas/ways to engage families. Explorer/Vacationer/Prisoner activity explores the idea of resistance. Utilizing the group, the activity gives them the opportunity to consider that their resistance to training may parallel the resistance they encounter with customers, families they serve. Introductions begin to connect the participants to each other, explore expectations, what it is they can offer to the learning process and what they hope to leave with. This is a chance to encourage personal responsibility for learning	ILT - 80 min	
<i>Six Principles of Partnership Activity: Setting Norms</i>	This section introduces the Principles of Partnership. The remainder of training is designed to deepen participants' understanding of these principles and commitment to implementing them in their work with customers. Workers engage with six principles by applying them to the work they do with customers/families.	ILT - 25 min Activity: 25 min	
<i>Cultural Responsiveness</i>	To reinforce the importance of being self-aware and culturally responsive while working to both meet customer needs, and engage within the community.	ILT - 45 min	
<i>Change Questionnaire - Resistance</i>	This exercise reminds participants that resistance is an inevitable part of the change process by asking them to examine their own experience with change. Participants discuss the feelings and behaviors associated with change, the positive intent that	ILT - 45 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	drives resistance, and the behaviors that help or hinder people in the change process. Parallels drawn between participants and customers with consideration to individual perspective, and consideration for the customer's perspective on change		
<i>Symbol Activity - Everyone Desires Respect</i>	This activity allows participants to experience firsthand an intrusion; a forced change of something very important or meaningful to them. Participants reflect on the experience and discuss parallels to the experience of customers/families with agency interventions.	ILT - 75 min	
<i>Closing - Summary; Wrap Up/Ideas for Action</i>	Review with the group the main topics and areas discussed. Provide space for comments and questions related to the day's activities and discussions. For transfer of learning, encourage group to interact with their Ideas for Action, and add to their Family Support Toolbox Tracker.	ILT - 10 min	
<i>Welcome Back - Check In Self Care</i>	To orient participants to the agenda and tasks for the day, review group norms and expectations, and re-engage participants together as a group, to training material. Additionally, to actively engage group in the topic of self-care, beginning their reflection on the importance of self-care in their work.	ILT - 40 min	
<i>Do You Hear What I Hear?</i>	An exploration into the importance of empathic listening in the context of working with consumers and families in the community. Discussion and activity around promoting active listening, while engaging other communication skills to connect and meet the needs of families. Seeking to understand is a higher-level skill, which has benefits for both workers and families.	ILT - 75min	
<i>Finding Strengths</i>	Participants learn how to look for exceptions as a way to identify customer strengths. Using both activity and discussion, the learning space is designed to reinforce workers acknowledging, searching, and promoting for customers their strengths in an ongoing, conscious effort. Skill practice time given to workers to explore using exception questions to uncover strengths. Tool (Circle of Support) introduced as a way to help families identify supports, areas of strength.	ILT - 45 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
<i>Social Styles– Spotting Social Styles</i>	To provide participants an opportunity to explore communication through the use of the Social Style tool. Participants will work with tool to identify their style, read about the style, and engage in active discussions related their style's attributes and its impact to others	ILT – 60 min	
<i>Discovering your Style: Activity Adapting for Others</i>	To engage the group in a reflective learning opportunity, where they can explore their personal style of communicative interaction with their colleagues. Participants will be able to work through and identify behaviors and adaptations they can make to support positive communication with individuals of the both the same and different social styles.	ILT–45 ins	
<i>Closing: Wrap Up/Ideas for Action</i>	Review with the group the main topics and areas discussed. Provide space for comments and questions related to the day's activities and discussions. For transfer of learning, encourage group to interact with their Ideas for Action, and add to their Family Support Toolbox Tracker.	ILT – 10 min	
<i>Welcome and Check In – Self Care</i>	To orient participants to the agenda and tasks for the day, review group norms and expectations as needed, and re-engage participants together as a group, to training material. Review with group their self care plan and actions taken toward self care.	ILT – 20 min	
<i>The Oldest Way to Count</i>	Using an activity, participants experience firsthand how individual perspective may cloud the ability to see a families whole situation and can affect engagement with families.	ILT – 25 min	
<i>Working with Dads</i>	Exploration and discussion into the role of fathers with the families and children workers serve. Emphasis placed on importance of engaging fathers, understanding research/impact a father's absence has on children/youth well being. Using Ethnographic Interviewing techniques, workers engage a father (from a NC fatherhood video) around his parenting and co-parenting his child.	ILT – 75 min	
<i>Scaling</i>	To review the skill of Scaling and provide workers the opportunity to practice scaling and its different uses as an engagement and assessment tool.	ILT – 40 min	
<i>Public Service Announcements– Activity</i>	To have participants work with the tools learned thus far, demonstrating understanding of the tool, identifying a place it can be used in family support	ILT – 45 min	



Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	practices, and highlighting important elements of their assigned tool in a fun way.		
<i>Closing - Wrap Up/Ideas for Action/Homework</i>	Review with the group the main topics and areas discussed. Provide space for comments and questions related to the day's activities and discussions. For transfer of learning, encourage group to interact with their Ideas for Action, and add to their Family Support Toolbox Tracker. Assign group Homework to be brought back to class the next day.	ILT - 10 min	
<i>Welcome Back - Postcards Activity</i>	To welcome back group, orient participants to the agenda and tasks for the day, review group norms and expectations, and re-engage participants together as a group, to training material. Engage group in a reflective activity using Postcards and encourage discussion around how they may use the activity when working with children/youth/families	ILT - 20 min	
<i>Homework Check In</i>	To illustrate how individual perspective can influence the ability to see the whole picture. Also places participants in an activity, which provides parallel experience to families and the customers they serve and how they respond to tasks, to "homework".	ILT - 35 min	
<i>Poverty Quiz and Ruby Payne</i>	To raise awareness of participants regarding difference economic classes and perspectives held within each class. Engage participants in discussions regarding economic influences and importance for consideration of reaching and serving family member within their communities.	ILT - 30 min	
<i>Hidden Rules of Class</i>	To have participants explore differences in economic classes through an interactive activity. Through discussion, highlight with the group the differences they see between economic classes and have them identify both impacts and implications classism may have in their service to families and customers.	ILT - 45 min	
<i>Have and Have Nots</i>	Activity to demonstrate the effects of a power differential and have participants experience how quickly power differentials create struggles, and how power can affect decision making. Discussion and activity is also designed to help participants consider their balance of existing power dynamics as well as recognize its impacts to goal setting with customers.	ILT - 45 min	

<b>Module</b>	<b>Brief Description and Learning Objectives</b>	<b>Modality &amp; Hours</b>	<b>Cost</b>
<i>Coaching and Learning Questions</i>	Explore and learn about the role of coaching within family support work. Provide skill practice time for participants using different types of questions.	ILT – 40 min	
<i>Closing: Wrap Up/Ideas for Action</i>	Review with the group the main topics and areas discussed. Provide space for comments and questions related to the day’s activities and discussions. For transfer of learning, encourage group to interact with their Ideas for Action, and add to their Family Support Toolbox Tracker	ILT – 10 min	
<i>Welcome and Check In – Big Rock Planning</i>	To orient participants to the agenda and tasks for the day, review group norms and expectations, and re-engage participants together as a group, to training material. Connect group to the importance of identifying key “big rocks” (important elements of their lives/families) and connect the Big Rock analogy to themselves and family support work.	ILT –15–20 min	
<i>Trip to Raleigh</i>	Understanding the importance of the referral process and what role the participant plays in their own agency’s process. Completing their person circle to get a snapshot of the people who are a part of their customers system.	ILT– 30 min	
<i>Video: Erin Brockovich</i>	Demonstrate the importance of relationship building as well as how the principles of partnership, when put into practice well, can make a big difference in how customers react and respond to a worker. Discussion focusing on home visiting norms, safety considerations, and assessing individual agencies for authentic consumer engagement.	ILT – 60 min	
<i>Activity: Puzzle Meeting</i>	To give participants an increased awareness of the value and challenges to effective collaboration and provide an application activity to create action steps and ideas toward achieving a targeted goal for improving partnership.	ILT – 60 min	
<i>Closing: Resource Sharing and Network Fair Planning</i>	Review with the group the main topics and areas discussed. Provide space for comments and questions related to the day’s activities and discussions. For transfer of learning, encourage group to interact with their Ideas for Action, and add to their Family Support Toolbox Tracker. Remind workers to bring resources to share; and to be prepared to engage in topic focused round table discussions.	ILT 20 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
<i>Welcome and Check In – Lets Try Another Way</i>	To orient participants to the agenda and tasks for the day, review group norms and expectations, and re-engage participants together as a group, to training material. Group engaged with an activity wherein communication, partnership, collaboration, and partnership are key components to the completion of the task. Debrief on importance of these skills, ‘out of the box’ thinking, and connecting with families to assist in achieving their goals.	ILT– 35 min	
<i>Resource Presentations</i>	Participants share helpful, useful, and unique resources from the work they do, their agencies, and/or within their counties to assist their colleagues and themselves in expanding their tools and support options for families they work with. A collaborated resource presentation guide is sent to workers following course completion.	ILT– 60 min	
<i>Networking Fair Sessions</i>	Topics and areas of focus identified by workers throughout the training course are broken into subject areas/round tables and workers are able to network with one another to brainstorm ideas, discussion working options, and engage in solutions for families in 4 – 15 minute sessions.	ILT– 60 min	
<i>Transfer of Learning Our Individual Plan</i>	Workers engage in the creation of their personal transfer of learning plan, and then connect with a colleague, who by utilizing a coaching approach assists them in refining their plan, and working through potential barriers to their plans success.	ILT – 45 ins	
<i>Closing: Wrap Up/Ideas for Action</i>	Review with the group the main topics and areas discussed. Provide space for comments and questions related to the day’s activities and discussions. For transfer of learning, encourage group to interact with their Ideas for Action, and add to their Family Support Toolbox Tracker.	ILT – 10 min	
<i>Making it Rain: Closing Activity</i>	Closing activity summarizing and honoring the work completed by the group together.	ILT – 10 min	

## 11.5 Child Development and the Effects of Trauma

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2416039.

Module	Brief Description and Learning Objectives	Modality and Hours/ Provider	RCC 2416039
<b>Course Description</b>	A blended online course with eight (8) Self-Paced modules (total 9.3 hours), followed by a knowledge assessment (.16 hour) and a live online session (2.5 hours) that focus on developmental milestones, attachment, parenting styles, normal brain development, and the effects of trauma. Participant have approximately four weeks to complete the self-paced session before participating in the live online session. (See below)	Online Self-Paced and live virtual ILT/ 12 hours total	\$7,272.25 per event,
<i>Module 1: Introduction and Overview</i>	<p>This Self-Paced module provides an overview of the course, explains the <b>learning objectives</b> of the course, as follow:</p> <p>Identify at least three physical, three cognitive, and three social/emotional milestones for infancy and early childhood.</p> <p>Identify at least two characteristics of development for each domain for school-age and adolescence.</p> <p>Describe at least one process of normal brain development for each developmental stage (infancy and early childhood, school age, and adolescence).</p> <p>Accurately define the concept of attachment and list three strategies for building positive attachment.</p> <p>List at least six of the nine inborn temperament traits and the three common clusters of traits.</p> <p>Explain the concept of goodness of fit and give at least two examples.</p> <p>Describe authoritative parenting and explain why it supports healthy development.</p> <p>Describe traumatic stress and three ways it impacts brain development.</p> <p>List the three components of psychological safety.</p>	Online Self-Paced Module /1.16 hour	
<i>Module 2: Foundations of Development</i>	This Self-Paced module focuses on the foundations of development and addresses the concepts that will be used throughout the entire course	Online Self-Paced Module /1.16 hour	
<i>Modules 3: Normal Development in Infancy and Early</i>	This module focuses on the development milestones in infancy and childhood.	Online Self-Paced Module /1.16 hour	

Module	Brief Description and Learning Objectives	Modality and Hours/ Provider	RCC 2416039
<i>Childhood – Part A</i>			
<i>Module 4: Normal Development in Infancy and Early Childhood – Part B</i>	This module focuses on the role of attachment and parenting strategies for infancy and early childhood developmental stages.	Online Self-Paced Modules /1.16 hour	
<i>Module 5: Normal Development in School-Age Children</i>	This module focuses on the development milestones, the role of attachment and parenting strategies for this developmental stage.	Online Self-Paced Module /1.16 hour	
<i>Module 6: Normal Development in Adolescence</i>	This module focuses on the development milestones, the role of attachment and parenting strategies for this developmental stage.	Online Self-Paced Module /1.16 hours	
<i>Module 7: Normal Brain Development</i>	This module focuses on explaining what’s happening in the brain during normal development in infancy, school-age, and adolescence, exploring the building blocks of the brain and the window of opportunity for optimal development and the experiences that maximized healthy brain development at every age, and focus specifically on the vulnerability that occurs during adolescence.	Online Self-Paced Module /1.16 hour	
<i>Module 8: The Effects of Trauma on Brain Development</i>	This module focuses on defining trauma and exploring the impact of trauma in brain development, emphasizing the importance of psychological safety and how caregivers can promote it, and the physical and psychological effects of trauma on each developmental stage and how to help families address these issues.	Online Self-Paced Module /1.16 hour	
Follow Up Knowledge Assessment	Complete the Follow-up knowledge Assessment online to assess their learning. Participants must complete all Self-Paced modules and the knowledge assessment in order to participate in the “Putting It into Practice” live online session.	Online Self-Paced Assessment/0.16 hour	
Live Online Session:	“Putting It into Practice” Live Online Session/Participants will then have a two and a half	ILT, Virtual/2.5 hours	

Module	Brief Description and Learning Objectives	Modality and Hours/ Provider	RCC 2416039
"Putting It into Practice"	<p>hour, interactive online session focusing on applying participants' learning through case studies and other activities using developmental milestones. Participants will have the opportunity to ask questions and review the material covered in the Self-Paced modules. Facilitator have the opportunity to review topics based on participants' knowledge assessment results. Includes two 5-minute breaks</p> <p><b>Agenda:</b></p> <p><u>Check-in (30 min):</u> Facilitators go through introductions/roll call - mic check/communication options/guidelines for participation, norms/agenda.</p> <p><u>Using Milestones -Infancy and Early Childhood (20 min)</u></p> <p><u>Attachment School-Age (30 min)</u></p> <p><u>Parenting - Adolescence (35 min)</u></p> <p><u>Transfer of Learning Check (10 min)</u></p> <p><u>Case Studies Activity (15 min)</u></p> <p><u>Course Conclusions (5 min)</u></p>		

## 11.6 Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2416039.

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
<b>Description</b>	A blended online course with nine (9) Self-Paced modules (total 8.0 hours), followed by a knowledge assessment and a 6.0-hour live online session	Online Self-Paced and live virtual ILT /14 hours total	TBD
Module 1. Introduction to Child Medical Evaluations	When the reporter is a medical provider. Types of Medical Consultations and role in CPS Assessment. What is a CME. Steps of a CME. CMEs as a CPS Assessment Tool. Key differences	Self-Paced/50 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>between a CME and General Pediatric Visit. Scheduling a CME. NC Child Welfare Policy on CME's. Learning Objective/Explain the types of cases that must be referred for a CME and how to request a CME. Describe expectations for a child medical evaluation and how this differs from other medical consultations. Describe the expectations for child medical evaluations of physical abuse of young children (&lt;3 years). Explain what medical child abuse is, indicators of maltreatment and the medical provider's role.</p>		
<p>Module 2. Medical Evaluation of Child Sexual Abuse.</p>	<p>Defining Child Sexual Abuse. Types of Child Sexual Abuse. Identifying Child Sexual Abuse. Risk Factors for Child Sexual Abuse. Child Medical Evaluations for Sexual Abuse (immediate vs scheduled exam, Physical exam during the CME for sexual abuse, Physical Findings of Sexual Abuse, Forensic Findings of Sexual Abuse). Learning Objective/List indicators of physical child abuse, including those involving bruises, burns, broken bones, and abusive head trauma. Learning Objective/Explain why a child may not disclose sexual abuse and identify barriers to disclosure. Explain what medical child abuse is, indicators of maltreatment and the medical provider's role.</p>	<p>Self-Paced/50 min</p>	
<p>Module 3. Child Sexual Abuse, Part 2.</p>	<p>Who should evaluate for Child Sexual Abuse and when. Child Sexual Abuse Myths. Physical Examination (Techniques, Scenario, STI/s, Scenario, Other injuries). Sexual Behaviors in Children (Understanding sexual development and behaviors –reading). Disclosure (Importance to the diagnosis, Delays in disclosure on non-disclosure, Video/into the light). Recantation. Learning Objective/Describe expectations for a child medical evaluation and how this differs from other medical consultations. Describe and identify "Sentinel Injuries." Explain what medical child abuse is, indicators of maltreatment and the medical provider's role.</p>	<p>Self-Paced/60 min</p>	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Module 4. Interviews/Keys Components of the Child Medical Evaluation	Medical Interviews. Fundamentals of Interviewing (Developmental Competence, Readings), Phases of the Interview. The Funnel Approach to Interviewing. Learning Objective/Identify the four fundamentals of effective child interviews and the three phases of a child forensic interview.	Self-Paced/50 min	
Module 5. Medical Evaluation of Physical Abuse	Non-Accidental Trauma (Terminology, Sentinel Injuries, Occult Trauma). Abusive Head Trauma. Learning Objective/Explain the importance to the CME, of information gathered during the CPS Assessment.	Self-Paced/90 min	
Module 6. Physical Abuse, Part 2.	Fractures. Bruises. Burns. Patterned injury. Documenting injuries with Photography. Learning Objective/Describe and identify "Sentinel Injuries."	Self-Paced/90 min	
Module 7. Expectations for Medical Evaluations.	Diagnosing child maltreatment—a collective approach. Multidisciplinary information. Medical Evaluation for Children under 3. Learning Objective/Explain the importance to the CME, of information gathered during the CPS Assessment.	Self-Paced/50 min	
Module 8. Medical Evaluation of Medical Child Abuse.	Defining Medical Child Abuse (Video). Identifying Medical Child Abuse. Role of Providers in Medical Child Abuse Cases. Caregiver characteristics. Medical Child Abuse Assessment. Learning Objective/Explain why a child may not disclose sexual abuse and identify barriers to disclosure.	Self-Paced/30 min	
Module 9. Medical Aspects of Neglect	Intimate Partner Violence. Physical Discipline. Substance Abuse. Learning Objective/Explain the importance to the CME, of information gathered during the CPS Assessment. Explain how children can be affected by intimate partner violence, physical discipline, and parental substance misuse.	Self-Paced/30 min	
Self-Paced Knowledge Assessment	Complete the Follow-up knowledge Assessment online to assess their learning. Participants must complete all Self-Paced modules and the knowledge assessment in order to participate in the "Putting It into Practice" live online session.	Self-Paced Assessment 10 min	



Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals Live Session: <i>Putting It into Practice</i>	See below	Virtual classroom/ Instructor Led Training/ 6 hours	
Welcome/Introduction	Introduction to course. Learning objectives for class. Learning Objective/Explain the types of cases that must be referred for a CME and how to request a CME. Describe expectations for a child medical evaluation and how this differs from other medical consultations. Describe the expectations for child medical evaluations of physical abuse of young children (<3 years). Explain what medical child abuse is, indicators of maltreatment and the medical provider's role. Learning Objective(s)/Explain the importance to the CME, of information gathered during the CPS Assessment. Explain what medical child abuse is, indicators of maltreatment and the medical provider's role. Explain the importance to the CME, of information gathered during the CPS Assessment. Explain what medical child abuse is, indicators of maltreatment and the medical provider's role. Explain how children can be affected by intimate partner violence, physical discipline, and parental substance misuse.	Virtual ILT/25 min	
Sexual Abuse– Applying Knowledge	Skills Activity. Family Scenario (Barriers to Disclosure, Appropriate Medical Evaluation, Child Welfare Policy, Assessing for safety, Recantation, Using the Child Medical Evaluation). Skills Practice (CME providers using the CMEP Portal). Family Scenario (Considering Age Development when Interviewing, Interviewing Fundamentals, Understanding Physical Findings, Using the Child Medical Evaluation).	Virtual ILT/298 min	
Physical Abuse – Applying knowledge	Skills Activity. Sam Scenario (Assessing as Abuse vs Neglect, CME Policy, Sentinel Injuries, Gathering multidisciplinary information and the importance to the medical assessment, Using the Child Medical Evaluation). Grace Scenario Practice (CME Policy), Multidisciplinary	Virtual ILT/150 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>Information, Missing pieces to the assessment, Types of assessment information, Using the Child Medical Evaluation). Luke Scenario (Intake Decision-Making, Initiation, Assessment and information gathering, Using the Child Medical Evaluation). Child Medical Evaluations in North Carolina Video. Learning Objective/List indicators of physical child abuse, including those involving bruises, burns, broken bones, and abusive head trauma. Describe and identify "Sentinel Injuries. " Explain the importance to the CME, of information gathered during the CPS Assessment. Explain what medical child abuse is, indicators of maltreatment and the medical provider's role. Explain how children can be affected by intimate partner violence, physical discipline, and parental substance misuse. Describe expectations for a child medical evaluation and how this differs from other medical consultations. Identify the four fundamentals of effective child interviews and the three phases of a child forensic interview.</p>		

## 11.7 Domestic Violence Policy and Best Practices

Funding information and cost allocation methodology for this course is based on the Agency Management Units (AMUs) codes 2412422 and 2412480.

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Description	<p>Course is a three-day skill building training that covers the specific issues of assessment and intervention when domestic violence related child maltreatment has been identified.</p> <p>The intent of this training is to link the North Carolina Child Welfare Domestic Violence Policy to child welfare practices. In this interactive training participants will learn how to assess and intervene in child welfare cases involving domestic violence using formal and informal resources. Using case scenarios and other exercises, participants will have the opportunity</p>	Instructor Led Training, in person, Classroom/18 hours	8,291.00 per event, funding source RCC 2422 and 2480

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p>to practice strategies to help and use with families.</p> <p>This course further includes an expanded discussion about the dangers and dynamics of domestic violence, the effects of domestic violence on children, cultural aspects of domestic violence, safety planning, and outcome-based service planning. Also, there is a greater focus on the batterer as a parent and how the abuser's parenting behavior impacts child safety, permanency, and well-being.</p>		
M1/Training Welcome, Housekeeping and Attendee Introductions	Participants are welcomed to the start of the 3-day DV training Policy and Practice. Trainers share the housekeeping information for the current training site and requirements around attendance each day. Trainers also facilitate a discussion to develop training norms and participants expectations.	ILT/30 min	
M2/Domestic Violence, Domestic Discord and DV Statistics	<p><b>Description:</b> This module provides a foundational start for Domestic Violence for Child Welfare.</p> <p><b>Objective:</b> Participants will complete this module being able to define domestic violence for Child Welfare, name the 3 basic components of DV, understand the differences between domestic violence and domestic discord and become more aware of the number of DV (murder/suicide) cases across the state of NC.</p>	ILT/30 min	
M3/DV Intake Policy & Intake Screening Activity	<p><b>Description:</b> This module focused on learning the intake policy for DV reports, how to use the DV screening tool and how to assess the impact DV has on the children.</p> <p><b>Objective:</b> Participants will complete this module understanding how to apply the intake policy to reports of maltreatment that include DV and how to assess the impact it has on the children.</p>	ILT/20 Min  Small Group Activity/15 min	
M4/DV Practice Considerations, the Cycle of Violence and Agency Culture	<b>Description:</b> The focus in this module will be on what the CW worker should consider before leaving the office. Introduce the phases of the cycle of violence and discuss the role the culture of the agency plays in assessing case DV.	ILT/30 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p><b>Objective:</b> Participants will be more aware of how to prepare themselves prior to their engagement with the family. They will also be able to define the phases of the cycle of violence and be more aware of how the culture of their agency influences the work they do with cases involving DV.</p>		
M5/Domestic Violence is Learned, Abuse Excuses and DV vs. Anger Management	<p><b>Description:</b> This module provides information to participants about DV being a behavior that is learned. It also provides discussion on what does not cause DV behavior and expounds on the differences and dangers of treating DV as an anger issue.</p> <p><b>Objectives:</b> Participants will complete this module understanding the DV is a behavior that is learned and not caused by other issues. They will also be able to name several “abuse excuses” often used to explain DV behavior and understand why anger management is not an appropriate program for DV perpetrators.</p>	ILT/50 min	
M6/DV Policy & Activity	<p><b>Description:</b> In this module participants be provided with information about the implementation of the DV policy and recent revisions. Explain where the policy is located and demonstrate how to navigate policy to obtain guidance for DV specific cases.</p> <p><b>Objective:</b> Participants will complete this module with knowledge of where to locate DV related policy and how to apply that policy to DV cases.</p>	ILT/15 min DV Policy Activity/105 min	
M6/Day one Summary and Participant Reflections	<p><b>Description:</b> Participants will reflect on the topics of DV discussed for Day One and record what was impactful/challenging/ takeaways for the day.</p>	Activity/15 min	
Welcome Back, Day One Recap and Introduction of Day 2 Agenda	<p><b>Description</b></p> <p>Welcome participants back to Day 2. Review the agenda from the previous Day and entertain any feedback from participants. Explain that Day 2 is focused on the Domestic Violence Perpetrator (Batterer)</p>	ILT/15 Min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
M7/ Batterer Demeanor and Characteristics, Working with the Batterer	<p><b>Description:</b> Facilitate a discussion about the demeanor and characteristics of a DV Perpetrator (Batterer),</p> <p><b>Objective:</b> Participants will complete this module being able to identify the DV perpetrator in a relationship correctly and more aware of how to address some challenges and opportunities when working with the DV perpetrator.</p>	ILT/45 min	
M8/Dangerousness, Dangerousness Activity and Reframing Risk in DV	<p><b>Description:</b> Explain the importance of being able to assess the Dangerousness of a Perpetrator.</p> <p><b>Objective:</b> Be able to define Dangerousness. Be able to determine appropriate indicators of Dangerousness of the DV Perpetrator and to assess the risk/impact to children by the batterer.</p>	ILT:30 min Activity/30 min	
M9/Interviewing the Batterer and Lee Family Activity	<p><b>Description:</b> Principles the guide the interview process, Interviewing Formats and disclosure or denial during the interview.</p> <p><b>Objective:</b> Know principles that guide the interviewing process, be able to define the focused and relationship building interview formats, know what to consider when there is a disclosure or denial during the interview with the perpetrator.</p>	ILT/45 min Activity/30 min	
M10/Safety Assessments, Temporary Parental Safety Agreement, Service Agreements and Service Agreement Activity	<p><b>Description:</b> Review the Safety Assessment and Service Agreement form and focus on using it to develop a plan/agreement for safety that addresses the impact of DV on children in the home.</p> <p><b>Objective:</b> Be able to appropriately complete a Safety Assessment and Service Agreement that identifies the Perpetrators behaviors of concern and the impact of that behavior on the children. To appropriately create plan objective and activities that hold the Perpetrator responsible for their behaviors and produces a safe environment for the victim and children.</p>	ILT/ 40 min Activity/30 min	
M11/ Summary of Day 2 and Reflection Activity	<p><b>Description:</b> Provides a review of all content covered in Day 2 and allows participants to a record their reflections</p>	ILT/15 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
M12/Recap Day 2 and Introduce the Agenda for Day 3	<p><b>Description/</b> Respond to any reflections from Day 2. Provide an overview of what will be covered for Day 3 of DV training.</p> <p><b>Objective:</b> Understand that Day 3 will cover working with the Non-Offending Parent and the Roles Children Play in Domestic Violence.</p>	ILT/15 min	
M13/ Working with DV Victims/The Protective Parent (PP).	<p><b>Description:</b> Facilitate a discussion on ranges of behavior of the Non-Offending Parent (PP), Wrong Questions to ask and reframing questions when working with the PP.</p> <p><b>Objective:</b> Know the ranges of behaviors for NOP/PP. Understand the importance of not asking “Why” and how to reframe questions that show support of the PP.</p>	ILT/60 min	
M14/Interviewing the Non- Offending Parent/Adult Victim & Service Agreements with the NOP /Activity	<p><b>Description:</b> Considerations for interviewing the Non-Offending Parent/PP, Tips to use during the interview, pitfalls, Key questions to ask and statements to make.</p> <p><b>Objective:</b> Complete this module understanding how to gather information, engage the PP and explain the CPS Ax process.</p> <p>Be able to identify at least 2 tips use and pitfalls to avoid during the interview and understand how to reframe questions and make key statements that are supportive of the NOP/PP.</p> <p>How to develop a service agreement with the NOP/PP that does not hold them responsible for the perpetrator’s behavior but focuses on their capacity to protect the children from maltreatment.</p>	ILT/60 min Activity/30 min	
M15/ Role Children in DV and Working with Children Exposed to DV & Activity	<p><b>Description:</b> Discuss the role children plan in DV, personalities of children exposed to DV, the role of the supportive parent and the importance of promoting resilience in children exposed to DV.</p>	ILT/20 min Activity/ 15 min	
M16/Case Decisions & DV	<p><b>Description:</b> Review policy information around case decision for DV cases.</p>	ILT/20 min	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p><b>Objective:</b> Know what questions to ask that assist with making a case decision where DV is a component to the maltreatment.</p> <p>Understand that we do not make case decision on victim parents when their behavior is not the cause of the maltreatment.</p>		
M17/Action Plan Closing Activity	<p><b>Description:</b> Review that content covered the 3-day training. Allow participants to develop a plan of at least 3 things that will commit to change in their practice when working with families of DV.</p> <p><b>Objective:</b> Participants complete this module with a tangible plan to take back to their agencies that will positively influence their work with DV families because of this training.</p>	ILT/10 min Activity/ 10 min	

## 11.8 Responding to Child Sexual Abuse

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2412475.

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
<b>Description</b>	<p>A blended online course: with a live online session (3 hours), followed by ten (10) Self-Paced modules (total 13 hours) including a knowledge assessment (.16 hour) and a live online session (2.5 hours). Participants have approximately four weeks to complete the self-paced online session.</p> <p>This blended online course teaches practical strategies for working with families when there has been an allegation of child sexual abuse. Social workers often ask, “how can I do better interviews with children?” In this course you will learn the national protocol for legally defensible interviewing and best practice guidelines in responding to child sexual abuse. In addition, you will learn the dynamics of supporting a protective parent, as well as key strategies for interviewing an offender. (See Below)</p>	1 <sup>st</sup> Online Virtual ILT, Online Self-Paced, and 2 <sup>nd</sup> Online Virtual ILT /20 hours total	8,500.00 per event, funding RCC 2480

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Live Online Session: Orientation	<p>Participants will gain an understanding of the layout of the course, expectations, self-care, and engage in some interactive activities to prepare them for the Self-Paced session. It includes a 5-min break.</p> <p><b>Agenda:</b></p> <p><u>Introduction (65min):</u> “Introductory” Activity, Norms, “Getting a sex abuse case on your desk” Activity</p> <p><u>Sexual Abuse (85 min)</u></p> <p>“Cultural awareness and sexuality” activity, “Is this behavior sexually abusive?” activity, “Word Olympics” activity</p> <p><u>Wrap-up (20 min):</u></p> <p>“Self-cared” and “What to Expect”</p>	Online Virtual ILT/3 hours	
<i>Module 1: Foundation and Key Concepts</i>	<p>This module explains how the course is formatted and the requirements for completing it. Participants have approximately four weeks to complete this Self-Paced online session, which contains 10 interactive modules to help you learn about the impact of child sexual abuse, and how to best support children and families through the disclosure process. While taking the modules participants use a workbook to take notes, to refer to definitions and summaries of major points. Also, this Module 1 addresses foundational information including the definition of sexual abuse, what we know about statistics of sexual abuse, and some of the challenges of calculating “those numbers”, indicators of sexual abuse, normal sexual development for different age groups, and how to minimize the trauma of an investigative assessment.</p>	Self-Paced, online/1.26 hours	
<i>Module 2: Sexual Exploitation</i>	<p>In this module participants learn the different types of sexual exploitation of children and the dynamics of sexual abuse.</p>	Self-Paced, online/1.26 hours	
<i>Module 3: Investigative Assessment and Legal Considerations</i>	<p>This module focuses on the purpose and jurisdiction of child protective services investigations, issues in collaboration among agencies, working as a team with other agencies,</p>	Self-Paced, online/1.26 hours	



Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	policy related to CPS investigation, and North Carolina Laws.		
<i>Module 4: Disclosure and Medical Evaluation</i>	This module focuses on the issues and challenges of child sexual abuse cases. It explores the disclosure of sex abuse and what supports that disclosure. Then it covers what often comes next, denial. How to prevent it and help the child stay safe. Also, in this module it discusses divorce cases and child sexual abuse, and why those cases seem to present so many challenges. Finally, the module covers the Child Medical Evaluation Program, their services for DSS cases, and how caseworkers can best support the Program's work in getting to the truth of an allegation.	Self-Paced, online/1.26 hours	
<i>Module 5: Child Interviewing, Part 1</i>	This module focuses on teaching information about interviewing children including: how interviewing children is different than adults, key developmental considerations, the goals of the interview, the importance of using an evidence-based protocol, and the process of funneling to gather a free narrative.	Self-Paced, online/1.26 hours	
<i>Module 6: Child Interviewing, Part 2</i>	This module focuses on teaching to use the evidence-based "Interviewing Protocol: Lap Guide." The Lap Guide's five steps: Introduction/Rapport Building, Instructions, Free Narrative Practice, Free Narrative, and Closure. Participants have several opportunities to practice free narrative questions and follow-up prompts. This module also covers how to use the "Body Safety Assessment," a brief protocol for interviewing children when there has been no disclosure of abuse.	Self-Paced, online/1.26 hours	
<i>Module 7: Impact of Child Sexual Abuse</i>	This module focuses on the factors that increase risk that a child will be sexually abuse, the potential long terms effects, and what factors affects survivors' outcomes from the abuse, and the topic that isn't discussed nearly enough-male victims of child sexual abuse.	Self-Paced, online/1.26 hours	
<i>Module 8: The Protective Parent and Safety Planning</i>	This module focuses on the perspective of the protective (or non-offending) parent in sexual abuse cases, what these parents face, the importance of supporting them, and how to interview them, safety planning in sexual abuse	Self-Paced, online/1.26 hours	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	cases. Participants have the opportunity to practice creating a comprehensive plan, using a case scenario.		
<i>Module 9: Working with Alleged Offenders</i>	This module covers important topics related to alleged offenders, including common characteristics of offenders, the different types of male offenders, similarities and differences between male and female offenders, interviewing offenders, and treatment options and laws related to offenders.	Self-Paced, online/1.26 hours	
<i>Module 10: Case Management to Case Closure</i>	This module addresses things caseworkers need to consider when working in child sexual abuse cases, including understanding children with sexual behavior problems, getting effective treatment for survivors, making the case decision, supporting children in court, and reunification.	Self-Paced, online/1.26 hours	
Self-Paced Session: Knowledge Assessment	After completing all self-paced online modules, staff must take the Knowledge Assessment in order to participate in the “Putting It into Practice” live online session.	Self-Paced, online assessment /0.5 hour	
Live Online Session: Putting it into Practice”	<p>Staff will have the opportunity to ask questions and participate in skill development to support the key points made in the Self-Paced portion of the course, to engage in group discussions, and use case studies to practice working with children and families around this challenging topic.</p> <p>Agenda:</p> <p><u>Check-in (30 min):</u> Facilitators go through introductions/roll call – mic check/communication options/guidelines for participation,</p> <p><u>Getting Reacquainted (35 min):</u> Norms/agenda, what you learned Q&amp;A, and Interviewing Protocol: Lap Guide review</p> <p><u>Practice Opportunity (130 min)</u></p> <p>Free narrative practice, protective parent skills practice, and preparing for the offender interview (includes a break)</p> <p><u>Self-Care (45 min):</u></p> <p>Self-care, Self-assessment, Closing</p>	Online Virtual ILT / 4 hours	

## 11.9 Secondary Traumatic Stress: Strategies for You

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2416039.

Module	Brief Description and Learning Objectives	Modality & Hours	Course
Description	<p>Blended Online Course: Self-Paced online session (3.0 hours) including two (2) modules and Knowledge Assessment, followed by a Live Online Session (3.0 hours)</p> <p>This focus on helping child welfare professionals to create an individualized resilience plan that helps them to identify and build their resilience skills to anticipate and respond to secondary trauma. (See below)</p>	<p>Online self-paced and online virtual ILT / 6 hours total</p>	TBD
<p>Module 1: Understanding Secondary Traumatic Stress</p> <p>Module 2: Resilience Skills and Strategies</p>	<p>This course develops your knowledge of the differences between secondary traumatic stress and burnout, your ability to identify symptoms of secondary trauma, and provides a toolbox of strategies for building on your resilience to reduce secondary trauma by creating a personal resilience plan.</p>	<p>Online Self-Paced modules/2.66 hours</p>	
Knowledge Assessment	<p>Complete the Follow-up knowledge Assessment online to assess their learning. Participants must complete all Self-Paced modules and the knowledge assessment in order to participate in the "Putting It into Practice" live online session.</p>	<p>Online Self-Paced Assessment /0.16 hour</p>	
Live Online Session: Putting It into Practice	<p>Participants will have the opportunity to ask questions and discuss strategies to promote their own resilience plan and includes two 5 min breaks.</p> <p><u>Introduction (30 min)</u>: Facilitators go through introductions/roll call – mic check/communication options/orientation to virtual room and agenda/reminders and confidentiality</p> <p><u>3-Part Breathing (15 min)</u>: Facilitator help participants through a quick stress release exercise.</p> <p><u>Self-Paced Modules Overview and Questions (10 min)</u>: Facilitator walk-thru a quick refresher of what was covered in the two online self-paced modules</p>	<p>Online Virtual ILT/3 hours</p>	

Module	Brief Description and Learning Objectives	Modality & Hours	Course
	<p><u>Most Rewarding Moment (15 min)</u>: Facilitators revisit one of the strategies covered in self-paced module 2, Finding Satisfaction in Your Work and help participants reflect on some of most rewarding moments in their work.</p> <p><u>Progressive Muscle Relaxation (15 min)</u>: Introduce participants to a new strategy to help build one of four key resiliency skills, managing our emotions.</p> <p><u>Break Out Room and Debrief (35 min)</u>: Facilitators break group into small groups in which participants have opportunity discuss their Resilience Plan and what they have learned so far.</p> <p><u>Visualization (15 min)</u>: Facilitators help participants practice another strategy to help them build resilience and reduce their STS.</p> <p><u>Resilience Plan and Close (35 min)</u>: Through several activities, participants revisit their Resilience Plan and identify a Resilience Partner.</p>		

## 11.10 Substance Use: How to Work with Families Affected by Drugs and Alcohol

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2416039.

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
<u>Description</u>	<p>Blended Online Course: Self-Paced online session (6.0 hours) including four (4) modules and a Knowledge Assessment, followed by a Live Online Session (4.0 hours). Participants have three weeks to complete the self-paced session.</p> <p>Through presentations, video illustrations, skills practice, group discussion, and case studies the course also teach child welfare professionals how drug and alcohol use effect family functioning, how to identify signs of and screen for substance use issues, and how to collaborate with providers to ensure families receive the effective treatment they deserve.</p>	Online Self-Paced online and Online Virtual ILT / 10 hours total	TBD

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
<p><i>Module 1: Introduction</i></p> <p><i>Module 2: Screening Tools and Gender Specific Treatment</i></p> <p><i>Module 3: Withdrawal, Recovery, and Relapse</i></p> <p><i>Module 4: Treatment and Support</i></p>	<p><b><u>Learning Objectives:</u></b></p> <p>Describe the recovery process, post-acute withdrawal syndrome (PAWS), and the role of relapse in recovery.</p> <p>Identify their own personal responses, biases, and values regarding substance use and how they can impact service provision to families.</p> <p>Explain why substance use disorder is a brain-based disease and how understanding this concept can help child welfare professionals provide more effective services to families.</p> <p>Describe the role of the child welfare worker in providing case management services to families where substance use is contributing to child maltreatment.</p> <p>Identify four relevant resources for families for whom substance use is an issue.</p> <p>List two ways Family Drug Treatment Courts benefit child welfare interventions.</p> <p>Explain two reasons why previous approaches used with parents with substance use disorders had limited success at improving outcomes.</p> <p>Discuss three reasons why a motivational approach is effective in case management efforts with people struggling with substance use disorders.</p> <p>Define motivation and describe at least four factors which influence motivation day to day.</p> <p>Using a case scenario, list three key strategies for a person struggling with a substance use disorder and three elements of effective treatment.</p> <p>Describe three strategies that have proven effective at improving outcomes with substance use in child welfare cases.</p> <p>Describe at least three methods proven effective at motivating families with substance use disorder to seek treatment and engage in recovery.</p> <p>Describe the six stages of change and apply them to a personal example of changing a behavior (e.g., smoking, weight loss) by discussing what happened at each stage, how long each stage took, how successful the change effort was, and which state was most difficult or memorable and why.</p>	<p>Self-Paced Online Session/5.84 hours</p>	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	Describe Change Talk and give three examples of questions that elicit Change Talk from a client.		
Knowledge Assessment	Complete the Follow-up knowledge Assessment online to assess their learning. Participants must complete all Self-Paced modules and the knowledge assessment in order to participate in the "Putting It into Practice" live online session	Self-Paced Knowledge Assessment/0.16 hour	
Live Online Session: Putting It into Practice	<p>Through a series of activities and skills practice sessions combined with some additional information, facilitators will deepen and expand topics covered in the self-paced online modules. Participants will have opportunity to use their workbook, to ask questions and a chance to learn from their classmates.</p> <p><u>Check-in (30 min):</u> Facilitators go through introductions/roll call – mic check/communication options/guidelines for participation, norms/agenda.</p> <p><u>Review Activity (15 min)</u></p> <p><u>Case Study Activity (30 min)</u></p> <p><u>Motivation Approach Activity (10 min)</u></p> <p><u>Decision Balance Chart Activity (15 min)</u></p> <p><u>Motivation Approach Activity cont. (10 min)</u></p> <p><u>Casework Considerations (30 min.)</u></p> <p><u>Case Study Activity cont. (20 min)</u></p> <p><u>Applying the Motivational Approach (30 min)</u></p> <p><u>Video Illustration (20 min.)</u></p> <p><u>Course Conclusion (10 min)</u></p>	Online Virtual ILT/4 hours	

## 11.11 Understanding Child Mental Health Issues

Funding information and cost allocation methodology for this course is based on the Agency Management Unit (AMU) code 2416039.

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Description	Blended Online Course: Self-Paced online session (11.5 hours) including nine (9) modules and a Knowledge Assessment, followed by a Live Online Session (2.5 hours). Participants have three weeks to complete the self-paced online session.	Online Self-Paced and online Virtual ILT / 14 hours total	TBD

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
	<p><b><u>Learning Objectives:</u></b></p> <p>Know the symptoms, causes, and treatment interventions for the mental illnesses prevalent in child welfare cases.</p> <p>Describe at least four ways that having a child with the following mental illnesses: childhood depression, bipolar disorder, conduct disorder, post-traumatic stress disorder, reactive attachment disorder or attention deficit disorder might impact other members of the family and the family as a whole.</p> <p>Can help the family identify relevant formal and informal resources and can assist in obtaining and coordinating appropriate educational, medical, mental health, financial, material, legal and supportive services.</p> <p>Explain the process of “ruling out” used to assess behavioral problems in children to determine whether a child has a mental illness.</p> <p>Identify three common perceptions that society has of children with mental illness and list two ways a child welfare worker can help change those perceptions.</p> <p>Describe at least two of the three reasons why childhood maltreatment is associated with child mental illness.</p> <p>(See below)</p>		
<i>Orientation</i>	Introduction, Orientation, organization of course, learning objectives, time requirements	Online Self-Paced / 0.08 hours	
<i>Module 1: Overview</i>	Overview of childhood mental illnesses and gives participants a foundation for understanding the childhood disorders that will be covered in the subsequent online self-paced modules	Online Self-Paced / 1.24 hours	
<i>Module 2: ADHD</i>	Explores ADHD – Symptoms, Causes, Treatments	Online Self-Paced / 1.24 hours	
Module 3: PTSD	Explores PTSD – Symptoms, Causes, Treatments	Online Self-Paced / 1.24 hours	

Module	Brief Description and Learning Objectives	Modality & Hours	Cost
Module 4: Attachment Related Disorders	Explores Attachment Related Disorders – Symptoms, Causes, Treatments	Online Self-Paced / 1.24 hours	
Module 5: Depression	Explores Depression – Symptoms, Causes, Treatments	Online Self-Paced / 1.24 hours	
Module 6: Bipolar Disorder	Explores Bipolar Disorder – Symptoms, Causes, Treatments	Online Self-Paced / 1.24 hours	
Module 7: Oppositional Defiant and Conduct Disorders	Explores Oppositional Defiant & Conduct Disorders – Symptoms, Causes, Treatments	Online Self-Paced / 1.24 hours	
Module 8: Additional Concerns	Explores Additional Concerns – Dangers, Comorbidity, Concerns about medicine, and Resources for families	Online Self-Paced / 1.24 hours	

## 11.12 Ongoing Training: Self-paced Webinars/Online-On Demand Courses

Table 1. Ongoing Webinars and Online, On-Demand Courses

Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost AMU 2412475
Advocating for Child and Adolescent Mental Health Services/The Basics of Behavioral Health Managed Care	This training explores how to monitor services and build collaborative relationships with LME/MCOs so youth and families can be connected to needed behavioral health services. Participants will be able to determine if a young person qualifies for a service, describe the functions of the LME/MCO describe two strategies to advocate for appropriate services for clients.	Self-Paced webinar – 3 hours	3,000.00, funding source 6039 (or 2475)
Annual Policy Update Course	Provides updates about law, policy, and practice changes in the prior state fiscal year. Two have been provided so far for 2020–2021 and 2021–2022. This training is an annual requirement for all staff.	1 hour, 1 session Live webinar, recorded for	\$15,000 (Cost allocated based on methodology)



Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost AMU 2412475
		future use on LMS	in Cost Allocation Plan for RCC 6039)
Building a Successful LINKS Program	This course provides knowledge & skills to build and sustain a local LINKS program that is tailored to the unique needs of youth in the program. Throughout the course, participants will use a Program Planning Framework to assess the strengths of their program and will develop a plan for addressing the needs of their program. Participants will be able to/Describe at least two (2) concepts of the LINKS program planning framework, through a training activity, apply a LINKS program planning framework to their local LINKS program, and identify three (3) approved methods for using LINKS funding.	Self-Paced webinar – 4 hours	\$59,000 (Cost allocated based on methodology in Cost Allocation Plan for RCC 2475)
Foster Care 18 to 21/Extended Foster Care as a Safety Net for Young Adults	This course that will provide participants with the knowledge and skills necessary to work effectively with young adults in the extended foster care program in NC. Participants will be able to describe the Foster Care 18–21 Program, including its purpose and benefits, explain how and when to redetermine a young adult’s eligibility for the Foster Care 18–21 program using the “North Carolina Monthly Contact Record for Foster Care 18 to 21” (DSS–5098), and explain how and when to use the “Voluntary Placement Agreement for Foster Care 18 to 21” (DSS–5097) to enroll young adults in the Foster Care 18–21 program.	Self-Paced webinar – 4 hours	\$59,000 (Cost allocated based on methodology in Cost Allocation Plan for RCC 2475)
Fostering Connections: Partnering to Improve the Health and Well-Being of Children in Foster Care	This course will help participants successfully collaborate with medical homes and care management agencies to improve outcomes for children. Participants will be able to describe the	Self-Paced webinar – 2 hours	TBD

Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost AMU 2412475
	medical home approach and different types of care management in North Carolina, identify the role of medical homes, care management, and DSS in supporting the health and well-being of children, and explain the three (3) main steps child welfare workers should take to ensure a child entering foster care has a medical home.		
Improving Practice and Performance/CQI in Child Welfare	This course that teaches learners how to improve practice and performance in their teams and agencies using a four-step continuous quality improvement (CQI) process. This course provides strategies for increasing commitment, accountability, and results from all levels of the organization and explains how to implement a practice or intervention, including how to assess for fidelity and monitor impact.	Self-Paced webinar – 4 hours	TBD
Kinship Care and Child Welfare		online on-demand	TBD
Legal Aspects of Child Welfare in North Carolina	This foundation course helps Child Welfare Services Staff understand the role of the juvenile court in protecting abused, neglected, and dependent children as well as the need to respect parents' rights. Objectives include to explain the structure of North Carolina's courts and jurisdiction over child welfare cases, to describe at least four rights and protections afforded to all citizens, including citizens involved with the child welfare system and to describe at least five federal laws governing child welfare practice.	Self-Paced webinar – 3 hours	TBD
North Carolina Title IV-E Prevention Plan: Evidence-Based Services Program	Provides a brief overview of the Family First Prevention Services Act and reviews three evidence-based prevention services that are part of the North Carolina Title IV-E Prevention Plan.	self-paced, on-demand, online	TBD

Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost AMU 2412475
	<p>Learning Objectives: At the end of this training, participants will be able to:</p> <p>Describe the three trauma-informed, evidence-based programming services included in the North Carolina Prevention Services Plan.</p> <p>Explain the importance of the Family First Prevention Services Act for families.</p> <p>Identify two drivers of child welfare reform in North Carolina.</p> <p>Course Requirements: Participants must do the following to receive a certificate of completion:</p> <p>Complete the entire self-paced module, including all activities.</p> <p>Pass a final quiz. A grade of 70% or higher is required to receive credit for this course.</p>		
Secondary Traumatic Stress/ Strategies for You	Managing secondary trauma is an important piece of continuing to do this work. Join other child welfare professionals to create an individualized resilience plan that helps you identify and build on your resilience skills to anticipate and respond to secondary trauma.	Blended Course/Self paced (3 hours) Knowledge Assessment (1 hour) Live Online Session (3 hours)	TBD
Shared Parenting	This designed to be foundational training for all child welfare staff. This training explores the philosophy, rationale, and benefits for practicing shared parenting in child welfare services. Practical strategies, tools, and techniques for facilitating the shared parenting partnerships between the agency, birth parents, and resource parents are emphasized.	Blended Course: Self paced (3 hours) Knowledge Assessment (1 hours) Live Online (3 hours)	\$42,000 (Cost allocated based on methodology in Cost Allocation Plan for RCC 6039)
Substance Affected Infants/ Plan of Safe Care	Course assists child welfare professionals to understand what needs to be addressed within the North Carolina Division of Social Services Plan of Safe	Self-paced webinar - 1 hour	\$17,500 (Cost allocated based on methodology in

Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost AMU 2412475
	<p>Care, DSS-6191, to safely respond to the needs of substance affected infants. Integrates policy, guidance, and skill development by providing resources and strategies to engage families in the development of a plan. Learning Objectives:</p> <p>Explain NC's definition of a substance affected infant.</p> <p>Describe the importance of developing a Plan of Safe Care (POSC).</p> <p>List at least four strategies a caretaker should implement to ensure their child will sleep safer.</p> <p>Identify at least five (5) questions to help assess the family strengths/needs, infant needs/safety, and family goals, in the POSC.</p> <p>Identify four (4) indicators of infant safety that should be discussed with caretakers and documented in the Plan of Safe Care.</p> <p>Identify four (4) indicators of parental safety that should be discussed with caretakers and documented in the Plan of Safe Care.</p> <p>Describe the Safety Circles tool used to assist a caretaker in identifying and documenting their safety resources in the Plan of Safe Care.</p>		Cost Allocation Plan for RCC 6039)
Train-the-Trainer for Becoming a Treatment Foster Parent- See the curriculum in Item 28.	In North Carolina, agencies that supervise treatment foster parents must provide them with an additional 10 hours of pre-service training that covers the role of the treatment foster parent, safety planning, and managing behaviors. This online train-the-trainer course prepares child welfare professionals from TFC agencies to teach a course that meets this requirement. Participants will be able to describe every component of the course "Becoming a Treatment Foster Parent" and will be able to describe the goals of the	Self-Paced webinar 6 hours	TBD

Module Name	Brief Description and Learning Objectives	Modality and Hours	Cost AMU 2412475
	training and develop a plan to teach Becoming a Treatment Foster Parent in your agency.		
Trauma Screening 101	Trauma screening can reveal valuable information about children’s trauma exposure and help child welfare professionals better understand their behavior. It can also help us build relationships with children and ensure they and their families get the services they need. Ultimately, it can help improve child and family outcomes. For these reasons, a number of North Carolina counties have begun using the Project Broadcast Trauma Screening Tool. This Self-Paced, on-demand, online course familiarizes learners with this tool, provides video demonstrations of its use, and outlines possible next steps for counties considering implementation. Participants will be able to define trauma, explain what screening is, describe the Tool and how it’s being used in North Carolina, and list benefits of using a tool with children and families.	Self-paced webinar - 1 hour	TBD

## 12 Foster and Adoptive Parent, Licensed Facilities Pre-Service Training

### 12.1 TIPS/MAPP Training

Module	Brief Description and Learning Objectives	Hours	AMU 2412475
Meeting 1- Welcome to The TIPS-Mapp Group Preparation and Selection Program	Provide an Orientation to the Participants as well as to introduce the agency and preparation and selection. Provide an introduction to the training curriculum Increase understanding of the roles and responsibilities as a Foster and Adoptive Parents. Provide an overview of Foster Care and Adoption.	3 hours in person and online	15,403.00 per event, funding source RCC 2475

Module	Brief Description and Learning Objectives	Hours	AMU 2412475
<p>Meeting 2- Where the Mapp Leads/A Foster Care and Adoption Experience</p>	<p>Builds upon Meeting 1 and focuses on the importance aspect of alliance building in foster care and adoption. Introduces concepts about child development and the impact of abuse and neglect on normal development.</p> <p>Provide an introduction to Foster care and adoption Increase understanding of the foster care and Adoption Experience Children and Youth in foster care and assessing the needs.</p> <p>Provide a Summary and preview of Meeting 3/ Grief and Loss</p>	<p>3 hours in person and online</p>	
<p>Meeting 3- Loses and Gains/ The need to be a loss expert</p>	<p>Explores the impact of separation on the growth and development of children. Describes impact of foster care and adoptions with feelings and behaviors of children. Gives participants a format to identify personal losses.</p> <p>Provide an introduction to the Grief and Loss process Increase understanding of the grief and loss process Increase understanding of the feelings and behaviors of children due to grief and loss.</p> <p>Provide a Summary and preview of Meeting 4/</p>	<p>3 hours in person and online</p>	
<p>Meeting 4- Helping Children with Attachments</p>	<p>Foundation for building and maintaining trust and attachment. Develop skills to identify children needs and issues around attachment for children.</p> <p>Provide an introduction to building trust and identifying needs around attachments for children. Increase understanding the skills to identify needs for children to enhance issues and attachments.</p> <p>Provide a Summary and preview of Meeting 5/</p>	<p>3 hours in person and online</p>	
<p>Meeting 5- Helping children Learn Healthy Behaviors</p>	<p>Assess ability and willingness to teach children who have been abused and neglected how to manage their own behaviors. Help children get their needs meeting in healthy and safe ways.</p> <p>Provide an introduction to helping children learn healthy behaviors. Increase understanding of the children’s behaviors who have been abused and neglected. Learn to assist children in developing healthy and safe ways of getting their needs met.</p> <p>Provide a Summary and preview of Meeting 6/ Helping birth Families and Connections.</p>	<p>3 hours in person and online</p>	

Module	Brief Description and Learning Objectives	Hours	AMU 2412475
Meeting 6– Helping Children with Birth Family Connections	<p>Importance of birth family to the child’s self-concept and identity. The importance of cultural, racial, and ethnic heritage in maintaining a children’s connections</p> <p>Provide an introduction to helping children with birth family connections.</p> <p>Increase understanding of the child’s self-identity, including the importance and support of birth family connections through visits and skill practices.</p> <p>Provide a Summary and preview of Meeting 7/</p>	3 hours in person and online	
Meeting 7–Gains and Losses/Helping Children Leave Foster care	<p>Partnership efforts involved in moving a child to permanency. Addressing disruption and preventive interventions</p> <p>Provide Introduction to partnerships in moving child toward permanency.</p> <p>Increase the understanding of the Role of Foster/Adoptive Parents in helping children transition from foster care; the stages and causes of disruption and dissolution; and issues of safety and risk.</p> <p>Summary and preview of Meeting 8/ understanding impact of fostering and adoption.</p>	3 hours in person and online	
Meeting 8— Understanding the Impact of Fostering or adoption	<p>Assessing the impact of fostering and adoption on families.</p> <p>Provide introduction of impact of Fostering or Adopting</p> <p>Increase understanding of the family as a system. Meeting the Conflicting needs of children in Foster care and Family members.</p> <p>Increase understanding of Family Systems</p> <p>Creating a family Map and EcoMap</p> <p>Learning to Assess Family Energy</p> <p>Using a family map to assess Family Relationships</p> <p>Creating and assessing a family Map.</p> <p>Increase understanding of what the child Brings and Dealing with family changes.</p> <p>Summary and preview of meeting 9/ Teamwork and Partnerships of Fostering or Adopting.</p>	3 hours in person and online	
Meeting 9– Perspectives in Adoptive Parenting and Foster Parenting	<p>Assessment of strengths and needs focus on teamwork and partnership.</p> <p>Provide and Introduction to Teamwork and Partnership Building in foster care and adoption.</p>	3 hours in person and online	

<b>Module</b>	<b>Brief Description and Learning Objectives</b>	<b>Hours</b>	<b>AMU 2412475</b>
Teamwork and Partnership	Increase understanding of effective communication for Teamwork and Shared Parenting. Increase the understanding skills used for reflecting and Paraphrasing, for effective Communication for Teamwork and shared parenting. Summary of Meeting 10/ Planning for teamwork		
Meeting 10-Ending and Beginnings	Closure for the group and structure for identifying individual and family strengths and needs, and next steps in the process Provide Introduction of identifying strengths and needs Increase understanding of the PS-Mapp Family and Agency Partnership-Safety and Permanence, as well as resources for PS-Mapp families The Summary Endings and next steps Beginnings	3 hours in person and online	

## 12.2 TIPS-Deciding Together Training

Funding information and cost allocation methodology for this course is based on the Agency Management Units (AMUs) codes 2412430, 2412431, and/or 2412494.

<b>Module Name</b>	<b>Brief description and Learning Objectives</b>	<b>Modality/Hours</b>	<b>Cost</b>
Family Consultation 1	Welcome the family, letting family know you want them to be successful as work toward goal of becoming foster adoptive family. Provide the introduction to describe the 7-tools Provide an introduction and overview of the six parent guidebooks and twelve criteria to become successful foster and adoptive parents; the Strengths and needs worksheets and Development plans (Partnership Development plan and Professional Development plan) and Foster parent profiles. Provide explanation of the Deciding Together Books and give a copy of Book 1 to start.	1 hour in person	4,258.00 per event
Family Consultation 2 and Book 1-Understanding Foster Care and Adoption Today	Understanding the ways child welfare agencies help families and children in crisis. Provide summary of the purpose of Foster and Adoptive parenting Pre-service program. Increase understanding of the Parent Alliance Model; the Cycle of Need/How we develop Trust and Attachment; what makes Foster and Adoptive parents Successful 12 criteria	4 hours, Self-Paced 1 hour in person	



Module Name	Brief description and Learning Objectives	Modality/Hours	Cost
	Increase understanding and review of the Strengths/Needs Work sheet and Partnership Development plan.		
Family Consultation 3 Book-2 Understanding Separation and Loss	<p>Understanding why separation and Loss are common experiences in foster care and adoption. Describe how loss impacts children and adults. Examine the loss and effects on children and their families. Explore our own losses and readiness for fostering.</p> <p>Provide summary of grief and loss experiences and impacts for children in foster care. Increase understanding of Grief process and impacts on children and parents. Increase understanding of Strengths/Needs for both parents and children.</p>	4-hours self-pace 1 hour in person	
Family Consultation 4 Book 3-Helping Children Express and meet their needs	<p>Assist parents in identifying ways to build and maintain attachments for children who have been separated from their birth families who experienced abuse, neglect, and trauma. Explains the patters of Response on children who have experienced trauma.</p> <p>Provide Summary of Building Positive Attachments Increase understanding of how to help children express their needs in positive ways, the patterns of response; discipline and Discipline Vs Punishment; supporting children through challenging behaviors; basic human needs; building trust through attachments and the stages of development.</p>	4 hours self-paced 1 hour in person	
Family Consultation 5 Book 4-Helping Children Maintain and Build Connections	<p>The importance of attachment. Parents learn about attachment and connections and helping children stay connected.</p> <p>Provide a summary of Keeping children connected and building connections. Increase understanding of keeping children connected to their culture, ethnicity and heritage; using life books and visits to help children stay connected.</p> <p>Increase understanding of foster parents Strengths and Needs through work sheet and partnership development plan</p>	4 hour-self-pace 1 hour in person	

Module Name	Brief description and Learning Objectives	Modality/Hours	Cost
Family Consultation 6 Book 5/Understanding the Impact of Fostering and Adoption on Families	Self-assessment of families. Families as systems and understanding the impact of being a foster/adoptive parents. Provide summary of Defining family and family systems and the impact of fostering/adopting. Increasing the understanding of the five Characteristics of family system; family changes and what the child brings; preventions and interventions for disruptions and the effects of foster and adoptive parenting.	4 hours self-pace 1 hour in person	
Family Consultation 7 Book 6/Building Support System for Foster and Adoptive Families	Help families apply what they have learned. The family decides whether becoming a foster family is the right choice for them. Provide a review of the Strengths/Needs Assessment, Professional Development plan, structuring our support system, Preparing for your first placement, and Allegations of abuse against foster parents. Increase understanding of making the right choice for their family in fostering or adopting.	3 hours self pace 1 hour in person	

## 12.3 CARE Training

NC DSS does not deliver this training. Agencies approved to use this curriculum assume all costs.

Module Name	Brief Description and Learning Objectives	Modality/Hours
Building a Foundation	Provide an Introduction to the course to provide foster parents with a framework for care with clear objectives for daily routines, leisure activities, and foster parent/child interactions. Increase the understanding of how to help the children achieve the competencies necessary to manage life events successfully. Increase the understanding of family dynamics, and the role of a foster parent vs. the role of the biological family Provide an overview of privacy and confidentiality Provide an overview of the review of the licensing standards and identify some of the key elements to meet the needs of foster children. Provide an overview of the impact of placement on foster and adoptive families, the dynamics of foster care, the impact of placement on foster and adoptive families, and the importance of confidentiality	4.5 hours in person and online

Module Name	Brief Description and Learning Objectives	Modality/Hours
	<p>Provide overviews of the misconceptions of working with foster children, how to keep the best interests of the child, the child's needs/family's needs/foster parent needs.</p> <p>Increase understanding of how to enhance the child's changes for normal development, Shared Parenting, the child's ethnic, racial, and cultural identity is tied to the child's family.</p> <p>Increase the understanding of being Competence Centered- Problem solving skills, flexibility, critical thinking, and insight are necessary life skills.</p> <p>Provide overview of being Trauma Informed- including the percentage of children in foster care have a history of violence, abuse, and neglect resulting in debilitating effects on their growth and development; communication, separation and loss, attachment and trust, child and adolescent development, working with birth families and maintaining connections, health and safety, trauma informed care</p>	
<p>The importance of Caring</p>	<p>Provide an overview of the quality of relationships and interactions between foster parents and children.</p> <p>Increase understanding of supporting the child's enduring attachment to their family while helping children cope with grief and loss after physically separating from their families or previous attachments.</p> <p>Increase understanding of the three primary ways that attachments are formed through separation and loss, attachment and trust, Maslow's hierarchy of needs, health and safety, Lifebook preparation, attachments and trust, behavior management, Creating a Therapeutic Milieu, Reasonable and Prudent Parenting, behavior management and health and safety</p>	<p>4.5 hours in person and online</p>
<p>Responding to Trauma and Pain-Based Behavior</p>	<p>Provide an overview of Trauma and Pain Based Behavior.</p> <p>Increase an understanding of being able to understand and respond to children's expression of loss as part of the grieving process is a critical skill for foster parents.</p> <p>Increase an understanding of trauma which occurs when both internal and external resources are inadequate to cope with the external threat and the fact that trauma actually changes the way the brain functions and affects the way the child reacts.</p> <p>Increase an understanding of tangible and intangible losses, including planned moves, placements, disruptions, and the effect it has on the child.</p>	<p>3.5 hours instructor led in person or online.</p>

Module Name	Brief Description and Learning Objectives	Modality/Hours
	<p>Increase an understanding of trauma informed care, Identifying and Responding to Pain-Based Behavior and behavior management</p>	
<p>Self-Understanding and Emotional Competence “We don’t see things as they are, we see them as we are”</p>	<p>Provide an overview of Emotional Competence                      Increase understanding of knowing oneself is basic to being a competent foster parent.                      Increasing awareness to identify and understand personal strengths, weaknesses, and values and to act on that self-assessment, the important aspect of being a professional helper is taking care of one’s own needs. – secondary trauma and need to have strategies to cope with the stress.                      Increase understanding of the five dimensions or domains; define emotional competence –self-awareness, self-motivation, empathy, social skills, and self-regulation, cultural sensitivity and –health and safety                      Providing and understanding of Reflective Practice and Supervision</p>	<p>2 hour instructor led in person or online.</p>
<p>Creating Conditions for Change</p>	<p>Provide an overview of Supporting Behavior Change and Behavior Management.                      Increase an understanding of providing a therapeutic milieu and protective factors which include adults with the skills and capacity to form healthy attachments; routines that satisfy basic needs; opportunities for normal developmental activities; and a nonviolent atmosphere that promotes physical and emotional safety, children can progress along normal developmental pathways.                      Increase an understanding of family involvement in the process of helping a child with change and how shared parenting and family involvement helps promote change, including/communication, attachment and trust, behavior management, separation and loss, attachment and trust, working with birth families and maintaining connections, and discovering a child’s potential                      Increase the understanding of the process of facilitating change, defining self-efficacy and how it influences the change process, applying the strategies for improving self – efficacy to a specific child, identify how abilities and willingness influences our own behavior, assess the child’s strengths and the skills needed to achieve a goal, choose to help children have successful experiences every day and the need to build on the child’s strengths, set realistic goals, and create conditions for success.                      Provide an overview of the Relationship as a Therapeutic Alliance</p>	<p>4 hr. instructor led in person or online.</p>

Module Name	Brief Description and Learning Objectives	Modality/Hours
	Increase the understanding of the relationship and the characteristics of the therapeutic alliance which are trust, empathy, validation, respect, and genuineness in working with the child and family (shared parenting)	
Helping Children Do Behavior Management, Teaching Self-Regulation	Provide an overview of expectations and rules for teaching pro-social skills. Increase understanding of maintaining the functions of the household, enhancing relationship skills, and/or keeping children and foster parents safe, then the focus should be on those expectations or rules, not on the violation. The importance of communication, child and adolescent development, behavior management, the impact of placement on foster and adoptive families and teamwork to achieve permanence. Increase the knowledge of Self-Regulation Skills. -- Escalation vs. De-escalation, including moving from helping the adult assisting during outbursts (co-regulation) to giving the child the skills to self-regulate their emotions during the process and build on the trust and relationships you have with the children.	3 hours instructor led in person or online.
Striving for the Ordinary in Foster Care. Normalcy in the Foster Home	Provide an overview of the Ecology of Human Development Increasing the understanding of children continuing to develop and learn, motivated by the pleasure of mastering new skills and the child and adolescent development Increasing the understanding of children growing up in foster care, attachment and trust, and understanding the dynamics of foster care	4.5 hours instructor led in person or online.
The Rhythm of Caring, Be sensitive to the child's past experiences. (trauma informed, developmentally focused.	Increase an understanding of how to create a therapeutic milieu by finding a healthy balance between providing adequate structure to help children feel safe and secure and having enough flexibility to meet the constantly changing needs of children and young people. Increasing the understanding of cultural sensitivity, trauma informed, The Rhythm Caring, communication skills, attachment and trust, and the use of teamwork to achieve permanence.	1.5 hour instructor led in person or online.
Building a Caring Community	Provide an overview of Living and Learning Together Increasing the knowledge that the diversity of the cultural and ethnic backgrounds of the children should be easily observed throughout the living space Increasing understanding of attachment and trust, – teamwork, working with birth families and maintaining connections, life skills, the Reasonable and Prudent Parenting	4.5 hours instructor led in person or online.

Module Name	Brief Description and Learning Objectives	Modality/Hours
	<p>Standard, communication, child and adolescent development, and Lifebook preparation</p> <p>Increasing understanding of Building Essential Connections, including information and knowledge, identity, significant person, the group a child is involved in, meaningful role, means of support, system of values, source of joy, and place, separation and loss, attachment and trust, trauma informed, and cultural sensitivity</p>	
<p>The Struggle for Congruence in the Best Interests of the Child</p>	<p>Provide an overview of Teamwork and the Struggle for Congruence</p> <p>Increase the understanding of working with children in care is not an individual effort, but the efforts of a team that includes not only the foster workers and other staff, but also the families and the children themselves. Shared parenting is demonstrated in the inclusion of child and family in life</p> <p>Shared parenting is demonstrated in the inclusion of child and family in life decisions whenever possible.</p> <p>Increasing knowledge of communication, working with birth families to maintain connections and teamwork to achieve permanence. Understanding role clarity with clear goals and purposes in the best interest of the child/family, including communication as crucial to an effective team and striving for Excellence in the Best Interest of the Children</p>	<p>3 hours instructor led in person or online.</p>

## 12.4 Presley Ridge Training

NC DSS does not deliver this training. Agencies approved to use this curriculum assume all costs.

Module Name	Brief Description and Learning Objectives	Modality/Hours
<p>Introduction to Treatment Foster Care</p>	<p>Provide an Introduction to Foster care. The history of foster care and how to help children with trauma.</p> <p>Increase understanding of the difference between regular foster care and treatment including/the history and purpose of treatment foster care, the core elements of treatment foster care and where it fits in the continuum of services for troubled children, how treatment foster care differ from traditional or regular foster care, the meaning of “permanency planning” and some strategies to help facilitate permanency, and some of the realities and challenges of being a treatment parent</p>	<p>3-hour instructor led, in person or virtual</p>
<p>Professional Parenting</p>	<p>Provide an overview of what it means to be a professional parent.</p> <p>Increasing knowledge by Identifying the roles and responsibilities of the parent and why it is important to have partnerships, the key behaviors and characteristics of</p>	<p>3 hour instructor led, in person or virtual</p>

Module Name	Brief Description and Learning Objectives	Modality/Hours
	<p>professional treatment parents, the role and responsibilities as a treatment foster parent, who the typical members of the treatment team and what are their roles, developing partnerships with treatment team members, especially with the child’s family, the key elements to understand about prudent parenting, supervision levels, and advocating for children in care, understanding the supports available to treatment parents within the organization, treatment team and the community?</p>	
<p>Trauma and Child Development</p>	<p>Increasing the knowledge and understanding of how trauma affects child development and the impact of trauma on the brain development.</p> <p>Increase the understanding of what the age-related milestones during typical child and adolescent development are and what the basic ways that Adverse Childhood Experiences, Social Determinants of Health and Institutional Racism and Transgenerational Trauma affect the families and children served in TFC programs, how traumatic experiences affect a children’s development and the elements of positive brain development and the impact of trauma on a child’s developing brain.</p> <p>Increasing understanding of how does the Regulate – Relate – Reason model provide help for dysregulated children, what the positive aspects of teaching and relationship building through TFC Discipline Practices, what the regulations on prohibited practices including the use of physical and other forms of corporal punishment , to use a Family Sexual Safety Contract as a tool for child and family safety, and what the legal obligations and program expectations of treatment parents as mandated reporters of child abuse</p>	<p>3 hour instructor led, in person or virtual</p>
<p>Understanding Childhood Mental Health and Diagnosis</p>	<p>Increase understanding of childhood mental health diagnosis, the effects that separation can have on a child, and how children go through the grieving process.</p> <p>Increase knowledge of the four common types of neuro-developmental disorders that affect children, what are the most common psychiatric diagnoses of children served in TFC programs, the parenting strategies to use to work with children with these common psychiatric disorders, the effects can separation, loss and grief have on the relationships between children, their families and treatment parents,</p> <p>Increase understanding of relationship building tools and strategies to use to help children in various stages of the grief cycle, how to use “co-regulation” in helping a dysregulated child regain emotional control, how do self-</p>	<p>3 hour instructor led, in person or virtual</p>

Module Name	Brief Description and Learning Objectives	Modality/Hours
	soothing and relaxation techniques benefit children in care, and what is a treatment parent's role in the use and monitoring of medications	
Developing Healthy Relationships	<p>Provide an overview of children developing healthy relationships and how foster parents can build on connections with the child. Learning about the stages of development.</p> <p>Increase the understanding of how the Principles of Trauma Informed Care aid in understanding the process of building relationships with children in care, what are the stages of developing relationships and important areas of engagement and challenge in each stage, what are several ways to use to begin to build healthy attachments with children placed in the home, how to build connections with the child's family and strengthen their family connection, some ways for treatment parents to join with children through understanding their family's culture.</p> <p>Increase knowledge of the benefits of "catching kids being good" and using descriptive praise to promote positive behavior, what are "Social Rewards" and how to use them to promote learning and relationships building with children</p>	3 hour instructor led, in person or virtual
Therapeutic Communication	<p>Provide an overview of learning how to communicate with children in a positive manner, by utilizing active listening skills and communicating to help children manage behaviors.</p> <p>Increase understanding of what therapeutic communication is and how it differs from typical parental responses to a child, how to communicate in a way that builds relationships, how to listen so that children will talk, what is active listening, how to communicate in a way that helps children manage their feelings, behavior and solve problems, how to use non-verbal communication effectively with children, how connecting and listening with empathy help build more open communication with children and what the components are to therapeutic communication</p>	3 hour instructor led, in person or virtual
Understanding and Changing Behavior	<p>Increase the understanding of behaviors of children and the Conflict-Crisis cycle.</p> <p>Increase the understanding of why children behave that way, and what is the connection between behavior and needs, how to use Applied Behavior Analysis and a Functional Behavior Assessment in determining behavioral goals and developing strategies to teach children more positive, appropriate behaviors, how to use rewards effectively to promote positive behavior and build parent child relationships, what the stages of the Conflict-Crisis Cycle</p>	3 hour instructor led, in person or virtual



Module Name	Brief Description and Learning Objectives	Modality/Hours
	<p>and the parent’s role in reducing a child’s stress level to promote regulation and relationship, the reasons and situations for using a variety of interventions to support behavior change, and how to manage their own feelings during difficult interactions with children</p>	
Skill Teaching	<p>Provide an overview of Teaching skills and why they are important.            Increase the understanding of the connection between brain development and learning and focusing on child strengths and building on strengths to meet the child’s needs.            Increase understanding of what are Executive Function Skills and why are they important, what if a child is able but not willing to behave appropriately.            Increase the understanding of what the connection is between brain development and learning, why it is important to learn and focus on my child’s personal strengths, what skill teaching looks like, and the steps I can follow to teach a child new skills or replacement behaviors</p>	3 hour instructor led, in person or virtual
Conflict Resolution	<p>Increase an understanding of the conflicts and conflict cycle, including/what kinds of conflict might a treatment parent experience, some myths and truths about managing conflict, can conflict be healthy and constructive, how do parents and children provoke and escalate each other’s conflict cycles, what approaches can be used in responding to conflicts, techniques or steps that I can follow to resolve conflict, and the key elements of preparing for a conflict resolution meeting</p>	3 hour instructor led, in person or virtual
Understanding and Managing Crisis	<p>Provide an overview of What is crisis and what does crisis look like in treatment foster care            Increasing an understanding of crisis and how to manage a crisis. Discussing what treatment is during a crisis and ways to respond. How children and adults view crisis differently, what the main objectives for a treatment parent is in response to a crisis, why safety and awareness are key elements during a crisis situation, how the understanding of the Conflict Cycle and Crisis Stages help manage the response to children in crisis, some early prevention techniques to use to prevent a crisis, how to turn a crisis into a learning opportunity, and what the benefits are of using consequences as a teaching tool.</p>	3 hour instructor led, in person or virtual

## 12.5 PRIDE Training

NC DSS does not deliver this training. Agencies approved to use this curriculum assume all costs.

Module Name	Brief Description and Learning Objectives	Modality/Hours
Connecting with the PRIDE Model of Practice	<p>Provide an overview of Connection with Family foster care and Adoption/What? Why? Who? How?</p> <p>Increase the understanding of factors relating to neglect, emotional maltreatment, physical abuse, and sexual abuse.</p> <p>Have a understanding of permanence for children and learn more regarding adoption legal process.</p>	<p>Instructor led, in person and Self-Paced online.</p> <p>4 hours</p>
Teamwork Toward Permanence	<p>Increase an understanding of promoting a child's positive identity, history, culture, and values to build self-esteem.</p> <p>Having a understanding of permanence for children.</p> <p>Understanding laws that define the forms of maltreatment.</p> <p>Learning the roles and responsibilities of foster/adoptive parents.</p> <p>Increase the knowledge of the laws that describe abuse and neglect, the laws that influence the process of child placement and permanency, the roles of team members, the agency Service appeal process, and the birth parents Perspective</p>	<p>Instructor led, in person and Self-Paced online.</p> <p>4 hours</p>
Meeting Developmental Needs/Attachment	<p>Increase the understanding of the factors that contribute to neglect, emotional maltreatment, physical abuse, and sexual abuse and knowing the indicators and learning more about normal growth and development.</p> <p>Increase the understanding of the three areas of child development the role of attachment in development, developmental milestones, how child maltreatment impacts attachment, and ways to strengthen attachment between children and foster or adoptive families.</p> <p>Increase knowledge of ways to deal with challenging behaviors, why to be culturally competent when assessing a child's development, and the impart of child maltreatment.</p>	<p>Instructor led, in person and Self-Paced online.</p> <p>4 hours</p>
Meeting Developmental Needs/Loss	<p>Provide overview of the types of loss and the response to loss.</p> <p>Increase the understanding of the effects of separation and loss on children's feelings and behaviors and understanding of loss and separation and grief.</p> <p>Increase the understanding of the three major categories of loss, identify losses from birth families, foster families and adoptive families, pathways through the grieving process, how children behave and react as they respond to grief, ways to deal with behaviors and reactions of children responding to grief, the eight factors that influence how someone experiences a</p>	<p>Instructor led, in person and Self-Paced online.</p> <p>4 hours</p>

Module Name	Brief Description and Learning Objectives	Modality/Hours
	loss, developmental grieving, and teamwork in dealing with separation and loss	
Strengthening Family Relationships	<p>Increasing the knowledge and understanding of a child's positive sense of identity, history, culture, and values to build self-esteem. Understanding the importance of Life books and keeping children connected through visits with family and maintaining records regarding a child's history.</p> <p>Increasing the understanding of connections between family relationships and the child's self-esteem, personal identity, and cultural identity.</p> <p>Increasing the understanding of the impact of placement, using an eomap to understand family connections, positive cultural identity develops in a child, maintaining the child's connections, the importance of visits the children receiving adoption services and or children who have been adopted, the difference between visits for reunification and open adoption visits, components of the visit plan, ways to help prepare the child for visits and connections between the child's feelings and behaviors after visits.</p> <p>Increase understanding of how to help children handle feelings after a visits, reasons why family continuity is a challenge for children in foster care or receiving adoption services, the concept of "time traveling", and the use of Life books.</p>	Instructor led, in person and Self-Paced online. 4 hours
Meeting Developmental Needs/Discipline	<p>Increasing the understanding of how to maintain a home environment that prevents and reduces injuries. Knowing the importance of having a supportive environment, having an understanding of meeting needs and behaviors. Having an understanding of effective discipline.</p> <p>Increasing an understanding of challenges to discipline children in need of foster/adoption, the definition discipline, the differences between discipline and punishment, the agency policy on discipline, negative effects of physical discipline, and why agency policy is against spanking or hitting children.</p> <p>Increase the knowledge, skills and personal qualities to instill effective discipline, explain the meaning of behavior, understand the three categories in the range of discipline techniques, the factors affecting one's choices of a particular method of discipline, the guidelines for using disciplinary techniques, the strategies to prevent behavioral crises, the strategies to de-escalate a crisis situation, and how to identify crisis situation in which emergency assistance is necessary.</p>	Instructor led, in person and Self-Paced online. 4 hours

Module Name	Brief Description and Learning Objectives	Modality/Hours
Continuing Family Relationships	<p>Increase the understanding of the importance of children’s connections to their birth family and knowing that visits strengthen the relationships, respecting and supporting children’s connections to their siblings and why children are at risk for not having lifelong connections, why lifetime connections are important.</p> <p>Increase understanding of why the child’s sense of time must be taken into consideration when making permanent plans, the effects of multiple transitions on children in need of family foster care and adoption, the key provisions of the Adoption and Safe Families Act, concurrent planning practice, circumstances that would contribute to the selection of each permanency goal.</p> <p>Increase understanding of the difference between foster care and adoption, activities that are initiated when adoption is the plan for the child, two ways in which parents have their rights terminate, ways in which foster parents and adoptive parents can support a positive transition for children, identify questions that children have about adoption at different stages, the normal crises in adoptive family life, the importance of allowing adopted children to maintain connections to birth family and to culture.</p> <p>–Increase the understanding of openness in adoption, adoption search issues, and explain why children may leave foster care without a plan or advance planning.</p> <p>Increase knowledge of the needs of youth leaving foster care for independent living, transracial placements impact of the child, and strategies to help children in transracial placements develop positive cultural identify.</p>	<p>Instructor led, in person and Self-Paced online.</p> <p>4 hours</p>
Planning for Change	<p>Provide an overview of how to maintain a home environment that promotes safety and well-being and identifying any safety hazards. Also creating a supportive family environment for a child. Knowing how foster/adoption affects the family.</p> <p>–Increase understanding of how to identify questions to ask for placement, the importance of teamwork, how foster /adoption impacts family relationships, strategies to help the family deal with changes in family relationships and lifestyle outside the family, as well as strategies to help the family deal with changes in lifestyle</p> <p>–Increase the understanding of the importance of teamwork, develop strategies to help child of another culture feel comfortable in their home placement, the importance of</p>	<p>Instructor led, in person and Self-Paced online.</p> <p>4 hours</p>

Module Name	Brief Description and Learning Objectives	Modality/Hours
	<p>teamwork in children and how to manage the feelings and behaviors of separation and loss, importance of teamwork to help children and youth manage feelings and behaviors toward their fantasy families, how to identify indicators of sexual abuse.</p> <p>Increase the understanding of ways that a healing home can provide private space, boundaries and respectful nurturing, behavioral challenges of children who have been sexually abused, how the foster/adoptive family can respond to the risk and hazards that children and youth confront in the community, and the importance of working as a team to prevent and manage abuse allegations. –</p>	
Taking Pride/Making an Informed Decision	<p>Increase the understanding of the roles, rights and responsibilities of foster parents and adoptive parents. Understanding the importance of children connections and being nonjudgmental. Having a good understanding of agency policy on confidentiality. Keeping up to date on changes in child welfare policies and practices.</p> <p>–Provide an overview of agencies and community services for children and families, the potential risks and rewards involved in foster/adoption, the importance of being fully informed to assess how fostering or adopting will affect one’s family, the perspective of at least one birth parents who has had a child placed for adoption or foster care, why it is important to collaborate with the Family Development specialist to make an informed decision, explain the rationale for family development plan, and the value of ongoing training and support organizations and the value of ongoing training and support organizations for adoptive parents.</p>	Instructor led, in person and Self-Paced online. 4 hours

## 12.6 Caring for Our Own

Module Name	Brief Description and Learning Objectives	Hours
Meeting 1/ Introduction to Caring for our Own	Provide an overview of the curriculum and establish the comfort and safety of the meeting, family Sharing–Voices of the Kinship Care givers and staying Focused on the positives.	3 hours instructor led in person or online.
Meeting 2/ Assessing the Impact of the children living in my Home	Increasing the understanding of the immediate impact of having children live in their homes and assisting the caregivers in assessing their ability to meet the present needs of the children.	3 hours instructor led in person or online.

Module Name	Brief Description and Learning Objectives	Hours
	Provide an overview of the Family Assessment process, including looking at how they are affected by children living in my home and staying focused on the positive.	
Meeting 3/Looking at my Role in Achieving Permanency	Provide an overview of reunification and adoption and ways to support permanency planning and having the caregiver to assess the strengths and needs of the household and their extended family.  Increasing the understanding of supporting Permanency, the EcoMap, Transitional reactions for Kinship Caregivers and staying focused on the positive.	3 hours instructor led in person or online.
Meeting 4/ Assessing the strengths and needs of the children in my Care	Increasing the understanding of caregivers to focus on the needs of the children living in their homes and identifying the types of services that they need to access to ensure stability for the children's overall growth and development. Review to renew  -Increasing the understanding of the impact of abuse and neglect on children, ensuring Children's safety, identifying the children's strengths and Strategies for managing the behavior of a child, while staying focused on the Positive	3 hours instructor led in person or online.
Meeting 5/ Building on the Strengths and Meeting the Needs of the children in my care	Increasing the understanding of the caregiver examine the behavior of the children living in their homes and identify methods of managing that behavior.  Increase the understanding of trauma and children's transitional reactions, developing Behavior Management Strategies and staying focused on the positive	3 hours instructor led in person or online.
Meeting 6/ Preparing Children and youth for the Future	Increasing the understanding of caregivers in understanding their role and responsibilities in the education of the children in their care and preparing youth for independent living. Also giving information to ensure the safety of children and youth to meet the needs of youth who may be gay, lesbian, bisexual, transgender, and questioning, review to renew, enrichment through Education, helping youth achieve adult Self-sufficiency, birth parent Eco Map, and staying Focused on the positive	3 hours instructor led in person or online.
Meeting 7/ Understanding the Issues of Birth Parents	Increasing the understanding of the challenges birth parents face. Also giving caregivers a better understanding of their transitional reactions for birth parents and how these issues interplay with care givers own transitional reactions. Also give the caregivers and understanding of substance abuse and its effects on birth parents.  Increase understanding of identifying and Managing the Transitional reactions for Birth parents, chemical and	3 hours instructor led in person or online.

Module Name	Brief Description and Learning Objectives	Hours
	substance dependence, developing management strategies and staying focused on the positive	
Meeting 8/ Working with Birth Parents to achieve Permanency for their children.	Increase the understanding of how caregivers can redefine their relationship with birth parents in order to ensure children's physical safety and emotional well-being. Also supporting birth parents to permanency for children and review to renew  Increase understanding of the family as a system, resolving conflict, the importance of visits and contacts between birth parents and children and staying focused on the positive	3 hours instructor led in person or online.
Meeting 9/ Networking and moving ahead	Provide the opportunity to develop a family plan and how they can stay in contact with one another. Review to renew  Provide an overview of the family plan and assessing my family Strengths and Needs and develop a family plan	3 hours instructor led in person or online.
Meeting 10/ Endings and Beginnings	Provide closure for the group and structure for identifying individual and family strengths and needs, and next steps in the process Teamwork and Partnership Building in foster care and adoption.  Increasing the understanding of effective communication for Teamwork and Shared Parenting, shared parenting, assessing strengths and needs and the cycle of need  Closure	3 hours instructor led in person or online.

## 12.7 Becoming a Therapeutic Foster Parent

Module Name	Brief Description and Learning Objectives	Hours	Cost
The Role of the Therapeutic Foster Parent	Learning the role of therapeutic foster parenting and gaining knowledge and understanding of shared parenting and role of team members.  Providing knowledge in the role of a therapeutic foster parent.  Understanding the components and definitions of therapeutic fostering.  Learning the therapeutic fostering model and understanding evidence base  Learning the responsibilities of treatment Team members.  Understanding the roles of shared parenting and the power of shared parenting.  Practice what is learned in case study examples.	2 hours instructor led in person or online.	TBD

Module Name	Brief Description and Learning Objectives	Hours	Cost
Planning for Safety	<p>Learning the different types of safety plans and the importance of having a safety plan in place for a child.</p> <p>Learning what is a safety plan and the characteristics of a safety plan.</p> <p>Identify the types of safety plans and knowing which safety plan to utilize.</p> <p>Learning the signs of sexual behaviors problems.</p> <p>Identifying the appropriate safety plans to utilize in different case examples.</p>	2 hours instructor led in person or online.	
Use of Effective Parenting Tools	<p>Beginning to learn the way to give instructions to get positive results from children</p> <p>Learning the Coercive cycle and the power of praise.</p> <p>Understanding about giving instructions in an effective way.</p> <p>Learning how to track behaviors.</p>	2 hours instructor led in person or online.	
Use Effective Parenting Tools Part 2	<p>Learning the button pushing tactics for parents and children. Understanding contracts and how to use contracts.</p> <p>Identify the top 10 adolescent button pushing tactics and common parental button pushing.</p> <p>Understand what happens in the conflict cycle.</p> <p>Learn what teachable moments are.</p> <p>Learn how to get out of a power struggle.</p> <p>Understanding informal vs formal behavior contracts.</p> <p>Understanding behavioral contracts.</p>	2 hours instructor led in person or online.	
Use of Effective Parenting Tools Part 3	<p>Learning ways to manage behaviors of a child. Having an understanding of the correct use of timeout.</p> <p>Learning the difference between Punishment and Positive reinforcement</p> <p>Understanding the use of time out and the steps of time out.</p> <p>Understanding the guidelines for privilege removal and questions to ask when give a consequence.</p> <p>Learning what consequences work for children.</p>	2 hours instructor led in person or online.	





# 13 Licensed Facilities In-Service Training

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## NC Orientation for Prospective Foster Parents

Module	Brief Description and Learning Objectives	Hours
Orientation for North Carolina Foster Parents	Required. Provides an Orientation to the Participants about becoming licensed as foster parents in NC. Provides an introduction to Foster Care and Therapeutic Foster Care. Gives introduction of the agency roles, who are foster families and the requirements to be foster parents. Provides an overview of the children who need foster care. Give participants the next steps in beginning the licensure process.	20 mins- Self- pace/Online

## Court Roles and Obligations

Module	Brief Description and Learning Objectives	Hours	AMUs 2412430 2412431 2412494
Court Roles and Obligations of Foster Parents	Required. Provides participants an overview of the types of court hearings and the importance of sharing valuable information. Gives participants guidance on supporting young people when it is time for court and tips on attending court. Gives participants information on the NC Foster Parent Bill of Rights.	1-hour Self- pace/Online	3,000.00, funding source RCC 2430, 2431 and/or 2494

## Advocating for Child Adolescent Mental Health Services

Module	Brief Description and Learning Objectives	Hours
Stakeholder Engagement Series for Child Welfare Services	Participants will be able to explain how local management entities (LME/MCO) determine if a young person qualifies for a service. Participants will learn the functions of the LME/MCO, and what to expect from behavioral health providers. Learning two strategies to advocate for appropriate services for clients.	3 hours Self- pace/Online

## Child Welfare Services: Overview, Key terms and Resources

Module	Brief Description and Learning Objectives	Hours
Overview, Key Terms and Resources	Identifies who are the stakeholders and the resources/programs available. Gives participants an understanding of State-Supervised and County-Administered. Identifies the four core scopes of the child	25 mins Self- pace/Online

	welfare system: Defines safety, permanency, and well-being. Gives information on how to strengthen child-welfare services in NC.	
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**Identifying and Managing Implicit Biases**

<b>Module</b>	<b>Brief Description and Learning Objectives</b>	<b>Hours</b>
Module 1: What is implicit Bias and Why it is important?	Gives an understanding how one’s own culture/ethnicity/background affects one’s perceptions, behavior, values and parenting. Enhance the participant’s awareness of implicit bias and how bias impacts their decision making.	40 mins Self-pace/Online
Module 2: Exploring our Own Implicit Biases	Describes how implicit biases can impact permanency for children in foster care.	20 mins Self-pace/Online
Module 3: Managing our Implicit Biases	Gives participants 2 strategies on managing one’s implicit biases	20 mins Self-pace/Online

**Promoting Normalcy**

<b>Module</b>	<b>Brief Description and Learning Objectives</b>	<b>Hours</b>
Supporting the Social and Emotional Development of Young People in Foster Care	Participants will learn what is the reasonable and prudent standard and how they can apply this to parenting youth in foster care. Participants will learn how to assist youth to experience “normal” developmental activities. Increase knowledge on normalcy and applying the Reasonable and prudent parent standard.	1-hour Self-pace/Online

**Supporting Kinship and Kin-Like Caregivers**

<b>Module</b>	<b>Brief Description and Learning Objectives</b>	<b>Hours</b>
Supporting Kinship and Kin-Like Caregivers	Participants will learn the benefits of youth being in kinship or kinship-like care. Gain knowledge on what it means to be a licensed kinship caregiver and the resources available to kinship providers. Gives guidance of questions for kinship or kinship-like caregivers to ask the caseworker to ensure the youth’s needs are met.	2-hour Self-pace/Online

**Supporting Successful Visits**

<b>Module</b>	<b>Brief Description and Learning Objectives</b>	<b>Hours</b>
Visitation Matters	Learning the visitation process and why visits matter. Understanding what attachment is, how to support attachment/connections through visitations. Learn the	1-hour Self-pace/Online

	importance of frequency, and location of visitation and how it affects the youth's well-being.	
What Impact Visits	Defines trauma and the impact of trauma on visitation. Participants will learn how to support youth through feelings of separation and loss. Participants will learn how to manage trauma reminders and behavioral challenges of youth. Increase their understanding of the child's perspective and birth parent's perspective.	1-hour Self-pace/Online
Your role in Visits	Learn what the foster parent's role is in visitation and the importance. Understanding foster parent's own feelings regarding visitation. Understanding shared parenting, preparing for visits and the benefits of keeping child/parent connections.	1-hour Self-pace/Online

**Human Trafficking 101 For Resource Parents**

<b>Module</b>	<b>Brief Description and Learning Objectives</b>	<b>Hours</b>
Human Trafficking 101	Increase knowledge of human trafficking when providing temporary care. Define human trafficking and understanding human trafficking in NC. Recognize the signs that youth has been or is being trafficked and understand the common responses from youth. Increase knowledge on the overlaps between human trafficking and child welfare. Learn trauma-informed parenting tips, how to respond, access resources and create a safe home environment.	90 mins Self-pace/Online

**Grief: How Resource Parents Can Cope with and Learn from Loss**

<b>Module</b>	<b>Brief Description and Learning Objectives</b>	<b>Hours</b>
How Resource Parents Can Cope with and learn from Loss	Defining grief, symptom of grief and the five stages of grief. Importance of self-care and how grief is a natural response. Participants will learn how to access support systems for grief and loss. Learn techniques on coping with grief.	1-hour Self-pace/Online

## 14 Cost Allocation Plan

The NC DHHS DSS Cost Allocation Plan is organized by Sections within DSS and by Agency Management Units (AMUs). The AMU Narrative provides the description of services provided, the allocation base definition, and the programs that benefit.

The table below provides information on the AMUs for the Training Plan.

**Table 1. AMU COST ALLOCATION METHODOLOGY TABLE**

<b>AMU</b>	<b>Title</b>	<b>Allocation Base</b>	<b>Benefiting Program</b>
2412422	<b>Domestic Violence Consultants</b>	Costs are charged directly to benefiting program.	Title IV–B, Subpart 1, Child Welfare Services, CFDA # 93.645
2412430	<b>Child Welfare Services Staff Development Team</b>	Costs are allocated based on paid full time equivalent (FTE) positions supervised.	State Funds Title IV–E Adoption Assistance Training, CFDA # 93.659 Title IV–B, Subpart 1, Child Welfare Services, CFDA # 93.645 Title XIX Medical Assistance Program, CFDA # 93.778 Title IV–E Foster Care Administration, CFDA # 93.658 Title IV–E Foster Care Training, CFDA # 93.658 Title XX Social Services Block Grant, CFDA # 93.667 Title IV–A Temporary Assistance for Needy Families–MOE (State), CFDA # 93.558   ACF 196–R Line 22a Title IV–A Temporary Assistance for Needy Families Block Grant, CFDA # 93.558   ACF 196–R Line 22a
2412431	<b>Child Welfare Development &amp; Training</b>	Costs are allocated based on applicable services by program code per the DSS–4263 (Daysheet) units for the prior month. County worker time is determined through 100% time reporting by county workers in all child welfare services service codes on the DSS–4263. County time records are maintained in a matrix format, so	State Funds, Title IV–E Adoption Assistance Training, CFDA # 93.659 Title IV–B, Subpart 1, Child Welfare Services, CFDA # 93.645 Title XIX Medical Assistance Program, CFDA # 93.778 Title IV–E Foster Care Administration, CFDA # 93.658 Title IV–E Foster Care
2412475	<b>Training Contracts</b>	Costs are allocated based on applicable services by program code per the DSS–4263 (Daysheet) units for the prior month. County worker time is determined through 100% time reporting by county workers in all child welfare services codes in the DSS–4263. Time and associated costs charged to Title IV–E Foster Care (FC) and Title IVE Adoption Assistance (AA) for services where the eligibility of the child is not determined, such as eligibility determination or	Title IV–E Adoption Assistance Administration, CFDA # 93.659 Title IV–B, Subpart 1, Child Welfare Services, CFDA # 93.645 Title XIX Medical Assistance Program, CFDA # 93.778 Title IV–E Foster Care Administration, CFDA # 93.658 Title XX Social Services Block Grant, CFDA # 93.667 Title IV–A Temporary Assistance for Needy Families Transferred to Social Services Block Grant, CFDA # 93.558   ACF 196–R Line 3

AMU	Title	Allocation Base	Benefiting Program
		<p>recruitment of foster and adoptive parents, are reduced by the FC and AA penetration rates from the prior month, with the balance charged to State funds. Time and associated costs charged to Title IV-E Foster Care and Title IV-E Adoption Assistance for services where the IV-E eligibility of the child has been determined and county worker time is recorded under the appropriate funding sources based upon eligibility, such as case management, are not reduced by the penetration rates.</p>	
<p><b>2422480</b></p>	<p><b>Training Contracts Grants Funded</b></p>	<p>Contracts are reviewed by program consultants who approve contract funding based on the services to be provided. Consultants then decide the appropriate funding source based on state and federal laws and regulations. Contractual costs are then charged directly to benefiting program(s) based on the approved guidelines of the contract.</p>	<p>Private/Non Federal Grants – Duke Endowment Grant Private/Non Federal Grants – Annie E Casey Foundation Title IV-B, Subpart 1, Child Welfare Services, CFDA # 93.645 Title I Child Abuse &amp; Neglect State Grant, CFDA # 93.669 Title IV-B, Subpart 2, Promoting Safe &amp; Stable Families, CFDA # 93.556 Title IV-E Foster Care Administration, CFDA # 93.658 Title IV-B, Subpart 2, Promoting Safe &amp; Stable Families, CFDA # 93.556</p>
<p><b>2412481</b></p>	<p><b>Education Collaborative</b></p>	<p>Costs are allocated based on applicable services by program code per the DSS-4263 (Daysheet) units for the prior month. County worker time is determined through 100% time reporting by county workers in all child welfare services codes in the DSS-4263. Time and associated costs charged to Title IV-E Foster Care (FC) and Title IVE Adoption Assistance (AA) for services where the eligibility of the child is not determined, such as eligibility determination or recruitment of foster and adoptive parents, are reduced by the FC and AA penetration rates from the prior month, with the balance charged to</p>	<p>Title IV-E Adoption Assistance Administration, CFDA # 93.659 Title IV-B, Subpart 1, Child Welfare Services, CFDA # 93.645 Title XIX Medical Assistance Program, CFDA # 93.778 Title IV-E Foster Care Administration, CFDA # 93.658 Title XX Social Services Block Grant, CFDA # 93.667 Title IV-A Temporary Assistance for Needy Families Block Grant, CFDA # 93.558   ACF 196-R Line 9b</p>

AMU	Title	Allocation Base	Benefiting Program
		<p>State funds. Time and associated costs charged to Title IV-E Foster Care and Title IV-E Adoption Assistance for services where the IV-E eligibility of the child has been determined and county worker time is recorded under the appropriate funding sources based upon eligibility, such as case management, are not reduced by the penetration rates.</p>	
<p><b>2412492</b></p>	<p><b>Training Centers</b></p>	<p>Costs are allocated based on applicable services by program code per the DSS-4263 (Daysheet) units for the prior month. County worker time is determined through 100% time reporting by county workers in all child welfare services service codes on the DSS-4263. County time records are maintained in a matrix format, with each activity also categorized to the applicable funding source. Time and associated costs charged to Title IV-E Foster Care (FC) and Title IV-E Adoption Assistance (AA) for services for which the eligibility of the child has not been determined, such as eligibility determination and general recruitment of foster and adoptive parents, are reduced by the FC and AA penetration rates from the prior month, with the balance charged to State funds.</p>	<p>Title IV-E Adoption Assistance Training, CFDA # 93.659 Title IV-B, Subpart 1, Child Welfare Services, CFDA # 93.645 Title XIX Medical Assistance Program, CFDA # 93.778 Title IV-E Foster Care Training, CFDA # 93.658 Title XX Social Services Block Grant, CFDA # 93.667 Title IV-A Temporary Assistance for Needy Families Transferred to Social Services Block Grant, CFDA # 93.558   ACF 196-R Line 3</p>
<p><b>2412494</b></p>	<p><b>Regional Training Staff</b></p>	<p>Costs are allocated based on applicable services by program code per the DSS-4263 (Daysheet) units for the prior month. County worker time is determined through 100% time reporting by county workers in all child welfare services service codes on the DSS-4263. County time records are maintained in a matrix format, with each activity also categorized to the applicable funding source. Time and associated costs charged to Title</p>	<p>Title IV-E Adoption Assistance Training, CFDA # 93.659 Title IV-B, Subpart 1, Child Welfare Services, CFDA # 93.645 Title XIX Medical Assistance Program, CFDA # 93.778 Title IV-E Foster Care Training, CFDA # 93.658 Title XX Social Services Block Grant, CFDA # 93.667 Title IV-A Temporary Assistance for Needy Families-MOE (State), CFDA # 93.558   ACF 196-R Line 22a</p>

AMU	Title	Allocation Base	Benefiting Program
		<p>IV-E Foster Care (FC) and Title IV-E Adoption Assistance (AA) for services for which the eligibility of the child has not been determined, such as eligibility determination and general recruitment of foster and adoptive parents, are reduced by the FC and AA penetration rates from the prior month, with the balance charged to State funds. Due to limited TANF Block Grant administrative funds, allowable TANF federal costs are allocated to TANF NonMOE (State) funds.</p>	
<p><b><u>2415120</u></b></p>	<p><b>Pre-Service Training County Admin</b></p>	<p>This cost center records the county administrative costs associated with new county child welfare staff who attend the redesigned pre-service training. Counties report salaries, fringe benefits, administrative cost and purchased services on the DSS-1571. For pre-service training, staff record their time to service code 255 Child Welfare Service Training, allocating it across the program codes, ET, Z, and N. Time allocated to each program code is based on the percentages that can be direct charged to each benefitting federal program. This cost center records the county costs that are not eligible for federal Title IV-E Foster Care funding.</p>	<p>County Funds</p>
<p><b><u>2415920</u></b></p>	<p><b>Pre-Service Training County Svcs</b></p>	<p>This cost center records the cost of new county child welfare staff who attend the redesigned pre-service training. Counties report salaries, fringe benefits, administrative cost and purchased services on the DSS-1571. For pre-service training, staff record their time to service code 255 Child Welfare Service Training, allocating it across the program codes, ET, Z, and N. Time allocated to each program code is based on</p>	<p>County Funds</p>



AMU	Title	Allocation Base	Benefiting Program
		the percentages that can be direct charged to each benefitting federal program. This cost center records the county costs that are not eligible for federal Title IV-E Foster Care funding. Costs associated with travel are also included.	
<a href="#"><u>2417390</u></a>	<b>Pre-Service Training Admin</b>	This cost center records the county administrative costs associated with new county child welfare staff who attend the redesigned pre-service training. Counties report salaries, fringe benefits, administrative cost and purchased services on the DSS-1571. For pre-service training, staff record their time to service code 255 Child Welfare Service Training, allocating it across the program codes, ET, Z, and N. Time allocated to each program code is based on the percentages that can be direct charged to each benefitting federal program. This cost center records costs that are eligible for federal Title IV-E Foster Care funding.	Title IV-E Foster Care Training, CFDA # 93.658 Title IV-E Foster Care Administration, CFDA # 93.658, County Funds
<a href="#"><u>2418390</u></a>	<b>Pre-Service Training Svcs</b>	This cost center records the cost of new county child welfare staff who attend the redesigned pre-service training. Counties report salaries, fringe benefits, administrative cost and purchased services on the DSS-1571. For pre-service training, staff record their time to service code 255 Child Welfare Service Training, allocating it across the program codes, ET, Z, and N. Time allocated to each program code is based on the percentages that can be direct charged to each benefitting federal program. This cost center records costs that are eligible for federal Title IV-E Foster Care funding.	Title IV-E Foster Care Training, CFDA # 93.658 Title IV-E Foster Care Administration, CFDA # 93.658, County Funds
<a href="#"><u>2416039</u></a>	<b>Training Contracts</b>	Costs are allocated based on applicable services by program code per the DSS-4263 (Daysheet) units for	Title IV-E Adoption Assistance Administration, CFDA # 93.659 Title IV-B, Subpart 1, Child Welfare

AMU	Title	Allocation Base	Benefiting Program
		<p>the prior month. County worker time is determined through 100% time reporting by county workers in all child welfare services codes in the DSS-4263. Time and associated costs charged to Title IV-E Foster Care (FC) and Title IVE Adoption Assistance (AA) for services where the eligibility of the child is not determined, such as eligibility determination or recruitment of foster and adoptive parents, are reduced by the FC and AA penetration rates from the prior month, with the balance charged to State funds. Time and associated costs charged to Title IV-E Foster Care and Title IV-E Adoption Assistance for services where the IV-E eligibility of the child has been determined and county worker time is recorded under the appropriate funding sources based upon eligibility, such as case management, are not reduced by the penetration rates.</p>	<p>Services, CFDA # 93.645 Title XIX Medical Assistance Program, CFDA # 93.778 Title IV-E Foster Care Administration, CFDA # 93.658 Title XX Social Services Block Grant, CFDA # 93.667 Title IV-A Temporary Assistance for Needy Families Block Grant, CFDA # 93.558   ACF 196-R Line 9b</p>
<p><b>2416094</b></p>	<p><b>Training Contracts</b></p>	<p>Costs are allocated based on applicable services by program code per the DSS-4263 (Daysheet) units for the prior month. County worker time is determined through 100% time reporting by county workers in all child welfare services codes in the DSS-4263. Time and associated costs charged to Title IV-E Foster Care (FC) and Title IVE Adoption Assistance (AA) for services where the eligibility of the child is not determined, such as eligibility determination or recruitment of foster and adoptive parents, are reduced by the FC and AA penetration rates from the prior month, with the balance charged to State funds. Time and associated costs charged to Title IV-E Foster Care and Title IV-E Adoption Assistance for services where the IV-E eligibility of</p>	<p>Title IV-E Adoption Assistance Administration, CFDA # 93.659 Title IV-B, Subpart 1, Child Welfare Services, CFDA # 93.645 Title XIX Medical Assistance Program, CFDA # 93.778 Title IV-E Foster Care Administration, CFDA # 93.658 Title XX Social Services Block Grant, CFDA # 93.667 Title IV-A Temporary Assistance for Needy Families Block Grant, CFDA # 93.558   ACF 196-R Line 9b</p>

AMU	Title	Allocation Base	Benefiting Program
		the child has been determined and county worker time is recorded under the appropriate funding sources based upon eligibility, such as case management, are not reduced by the penetration rates.	