

NC DSS CHILDREN'S SERVICES
**STATEWIDE TRAINING
PARTNERSHIP**

2001 Year-End Training Report

*Delivering competency-based, job-relevant,
accessible training for North Carolina's
child welfare social workers*

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EXECUTIVE SUMMARY

This document outlines the accomplishments of the North Carolina Division of Social Services (NCDSS) Children’s Services Statewide Training Partnership during calendar year 2001. In the following pages you will find an explanation of the partnership's mission, history, five-year vision, and current strategies. The purpose of this report is to update North Carolina’s Children’s Services stakeholders on the progress made in the development of the child welfare training system. By issuing this report, the NCDSS Children’s Services Statewide Training Partnership (CSSTP) hopes not only to answer your questions, but also to provide information that will generate new questions and new ideas for promoting a positive learning environment for North Carolina's children’s services workers.

As the chart below makes clear, during 2001 the partnership provided many training opportunities for staff in county department of social services and other community agencies throughout North Carolina:

Key Statistics	1998	1999	2000	2001
Total number of curricula offered	24	34	43	47
Total number of training events offered	170	222	285	285
Total number of the above training events offered at the Regional Training Centers	58	164	213	218
Total number of training days delivered	717	1,078	1,162	1,281
Times the training <i>Child Welfare in North Carolina</i> (the Pre-Service) was offered	20	43	39*	44
Total number of registrants from County DSS's	5,959	6,390	6,419	5,262*
Total number of registrants from other agencies	342	651	1,112	983

**Reduction due to inclement weather and budget cut*

Highlights

- In 2001, 218 of 285 training events were offered at the partnership’s regional training centers; this accounted for **76%** of partnership training events.
- In 2001, 528 out of 1,281 training days were pre-service training days; this comprised **41%** of the total number of training days.
- In addition to the attendance statistics listed above, the partnership’s three-day conference, “Working Together for What Matters Most,” was held in Greensboro; it was attended by **874** child welfare and other human services workers.
- In 2001, **all 100** North Carolina’s county departments of social services were served by the partnership’s training events.

The North Carolina Division of Social Services is proud of our accomplishments during 2001, the third year of our five-year effort to reach our goal: ***A North Carolina child welfare training system that guarantees competency-based, job-relevant, accessible, affordable, consistent, timely, and thorough training for children’s services workers.***

NORTH CAROLINA DIVISION OF SOCIAL SERVICES CHILDREN'S SERVICES STATEWIDE TRAINING PARTNERSHIP

Mission

The NC Division of Social Services Children's Services Section has developed the Children's Services Statewide Training Partnership (CSSTP), whose mission is to develop, implement, and evaluate a responsible, accessible training and educational system, and to achieve a competent child welfare workforce committed to ensuring safe, permanent, nurturing families for children at risk of abuse, neglect, or dependency. To support its mission, this partnership seeks the following outcomes:

- Service providers who demonstrate the knowledge and skills necessary to help families and children achieve safety and timely permanence.
- Service supervisors and managers who demonstrate the knowledge and skills necessary to help service providers achieve successful outcomes.
- Training programs and other learning resources that are open and accessible to community agencies and staff members.

History

The NC Division of Social Services began providing training to county departments of social services' children's protective services (CPS) social workers in 1985 through a federal child abuse and neglect grant. Effective FY 1987–88, the training model that was developed through the federal grant was integrated into the regular state budget through a state appropriation specifically designated for CPS training. This funding created two consultant/trainer positions and one clerical position. Over the next six years, the training that was developed and provided to CPS social workers was related to CPS policy and practice, legal aspects of child protective services, and medical aspects of child maltreatment.

In 1991, this training was made mandatory by Governor James G. Martin through Executive Order 142, "Children's Protective Services." To provide this training, the Division received funding for three additional training positions and an additional clerical position. In 1993, the Division added the requirement that staff members attend risk assessment training. In 1997, attendance at the curricula *Child Development in Families at Risk* and the *Effects of Separation and Loss on Attachment* also became required.

In 1995, the General Assembly passed 131D-10.6A. This law required foster care and adoption social workers to receive 84 hours of pre-service training and 18 additional hours of in-service training annually thereafter. It also required that foster parents receive 30 hours of training prior to licensure and 10 hours of in-service training annually thereafter. In order to implement this law, two additional trainer positions were added, one in foster care and one in adoption. These two trainers focused primarily on ensuring that foster and adoptive parents receive the required training. A contract with the North

Carolina Family and Children's Resource Program, part of the Jordan Institute for Families, University of North Carolina at Chapel Hill School of Social Work, was initiated to provide mandatory training to foster care and adoption social workers.

In August 1997, the General Assembly passed a law that made pre-service (prior to direct client contact) and in-service training mandatory for all county DSS child welfare services staff and supervisors. This law was amended in 2000:

“G.S. 131D-10.6A. Training by the Division of Social Services required.

- (a) The Division of Social Services, Department of Health and Human Services, shall require a minimum of 30 hours of pre-service training for foster care parents either prior to licensure or within six months from the date a provisional license is issued pursuant to G.S. 131D-10.3 and a mandated minimum of 10 hours of continuing education for all foster care parents annually after the year in which a license is obtained.
- (b) The Division of Social Services shall establish minimum training requirements for child welfare services staff. The minimum training requirements established by the Division are as follows:
 - 1) Child welfare services workers shall complete a minimum of 72 hours of pre-service training before assuming direct client contact responsibilities;
 - 2) Child protective services workers shall complete a minimum of 18 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
 - 3) Foster care and adoption social workers shall complete a minimum of 39 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
 - 4) Child welfare services supervisors shall complete a minimum of 72 hours of pre-service training before assuming supervisory responsibilities and a minimum of 54 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
 - 5) Child welfare services staff shall complete 24 hours of continuing education annually.

The Division of Social Services may grant an exception in whole or in part to the requirement under subdivision (1) of the subsection to child welfare workers who satisfactorily complete or are enrolled in a masters or bachelors program after July 1, 1999, from a North Carolina social work program accredited pursuant to the Council on Social Work Education. The program's curricula must cover the specific pre-service training requirements as established by the Division of Social Services.

The NC Division of Social Services shall ensure that training opportunities are available for county departments of social services and consolidate human service agencies to meet the training requirements of this subsection.”

In 1997, in order to provide the additional pre-service and in-service training required by this law, the NCDSS Children’s Services Section reorganized to create the Staff Development Team, which operates as the central management organization for child welfare training in North Carolina.

In 1998, the Staff Development Team named the training program, “The Children’s Services Statewide Training Partnership” (*see Appendix A*), to reflect its collaborative structure. Guided by a Statewide Children’s Services Training Advisory Committee (*see Appendix B*) and in partnership with North Carolina’s community colleges, the CSSTP also created four Regional Training Centers. These centers are located on the campuses of Asheville/Buncombe Technical Community College in Asheville, Central Piedmont Community College in Charlotte, Guilford Technical Community College in Greensboro, and Lenoir Community College in Kinston (*see Appendix C*). That same year also saw the development of a statewide training database, a curriculum structure (*see Appendix D*), and collaborative relationships with the University of North Carolina system, as well as with private training providers.

Since then, the General Assembly has allocated funds to create a fifth regional training center to serve southeastern North Carolina. The development of the fifth regional training center in Fayetteville, located at the Cumberland County Department of Social Services, began in 2001.

Vision

In 1998, the Children’s Services Statewide Training Advisory Committee (STAC) guided the CSSTP in creating a Five Year Vision Plan (1999–2004) based on the strong belief that foundation and advanced practice training that is standardized and competency-based must be ensured for all children’s services staff. This vision is of a **North Carolina child welfare system that guarantees competency-based, job-relevant, accessible, affordable, consistent, timely, and thorough training for child welfare workers.** This vision is to be driven by the accomplishment of ten clearly defined goals (*see Appendix E*).

In pursuit of these goals, in 2001 the partnership continued to develop the following: a structure for creating and delivering curricula, a tool individuals can use to assess their personal training needs, an automated system for tracking training data, a pool of competent trainers, a plan for revision and development of curricula, functional regional training centers, a training evaluation system, a partnership administrative structure, a transfer of learning system, and a collaborative education program.

1. NORTH CAROLINA CHILD WELFARE COMPETENCIES

“To formalize an ongoing process for reviewing and adopting child welfare competencies that are comprehensive, relevant, and responsive to the changing child welfare system in North Carolina.” (Goal One)

In 1998, the CSSTP made the decision to build a competency-based training system. For each curriculum we write, curriculum writers begin with a list of competencies consisting of the knowledge and skills workers need in order to succeed in the various roles of child welfare social work. As the CSSTP moves forward with curriculum revisions, evaluative efforts, and transfer of learning strategies, we must ensure that a comprehensive and current list of child welfare competencies is available for each course we develop and teach. This goal has required on-going efforts on behalf of the CSSTP and has been particularly important in two projects this year.

During 2001, the Children’s Services Staff Development Team revised the list of competencies for the pre-service curriculum (*Child Welfare in North Carolina*). Following this task, curriculum writers revised the pre-service training to provide more in-depth material for beginning social workers.

During 2001, two new curricula were developed by the North Carolina Family and Children’s Resource Program. To begin this process, curriculum writers established competencies that would direct the development of *Understanding Child Mental Health Issues* and *Understanding and Intervening in Child Neglect*. During 2001, additional competencies were also established by Bringing It All Back Home with the development of *Advanced Intervention Strategies for Family Preservation*.

In conjunction with the North Carolina Child Welfare Education Collaborative and the schools of social work across North Carolina, the Staff Development Team also engaged in a curriculum analysis to determine the correlation between competencies taught in the MSW/BSW courses and the revised competencies taught in pre-service training (*Child Welfare in North Carolina*). The purpose of this review was to establish an updated, truncated pre-service training that ensures individuals obtaining a BSW or MSW from an accredited North Carolina social work program will achieve all pre-service competencies prior to their field placement and graduation. This will enable these individuals to begin field placements within a county department of social services without having to take the 72-hour pre-service course.

2. NORTH CAROLINA CHILD WELFARE CURRICULUM STRUCTURE AND DELIVERY

“To provide standardized pre-service and foundation level training for all new child welfare services employees, and to provide specialized and advanced practice in-service training to child welfare services employees and other community professionals.” (Goal Two)

Structure of Curricula

In 1998, the CSSTP began to establish a competency-based training system. Through this training system, county child welfare staff members are provided training at different levels of depth, meeting the learning needs of both inexperienced and experienced child welfare workers. In North Carolina, these levels of training are referred to as the 100 Training Series, 200 (Tier 1 and 2) Training Series, and 300 Training Series (*see Appendix D*). Each level of training is geared toward a particular audience, with each level of training serving as a foundation for the next.

In 2001, the CSSTP continued to provide the required pre-service foundation and advanced level training for all new child welfare services employees based on the following curriculum structure:

100 Series training (Foundation Level Training). Social workers and social work supervisors with child welfare services responsibilities must complete 72 hours of pre-service training prior to having direct contact and/or assuming supervisory responsibility. Pre-service training is comprised of the curricula:

- *Child Welfare in North Carolina* (revised in 2001)
 - Foundations of Child Welfare (Week I)
 - Family Assessment (Week II)
 - Transfer of Learning (Week III)
 - Family Change Process (Week IV)
- *Family-Centered Practice Foundation in Family Preservation Program Services*

200 Series, Tier 1 training (Foundation Level Training). Social workers and social work supervisors must complete the 200 Series, Tier 1 training within one year of assuming a child welfare services position. These courses meet the required 18/39 hours of additional training within the first year of employment. The Tier 1 training is comprised of four curricula:

- *Legal Aspects of Child Welfare Services*
- *Child Development in Families at Risk*
- *Effects of Separation and Loss on Attachment*
- *Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals*

200 Series, Tier 2 training (Specialized Training). Social workers and social work supervisors must complete the 200 Series, Tier 2 training, as it is applicable to their job functions, within one year of assuming a child welfare services position. These courses also meet the required 18/39 hours of additional training within the first year of employment. Tier 2 training is comprised of:

- *Adolescent Independent Living 101*
- *Adoptions in Child Welfare Services*
- *Case Planning and Case Management in Child Welfare Services*
- *Connecting with Families: Family Support in Practice (developed in 2001)*
- *Intake in Child Welfare Services*
- *Investigative Assessments in Child Welfare Services*
- *Placement in Child Welfare Services*
- *Family-Centered Practice in Family Preservation Programs*
- *Foster Family Home Licensing in Child Welfare Services*

300 Series (In-Service Training). Social workers and social work supervisors, regardless of employment date, are required to have 24 hours of continuing education every year after the first year of employment. In 2001, to help them meet this requirement, the CSSTP offered the following:

- *Adolescent Independent Living Group Work*
- *Adoption Supports—the Path to Permanence*
- *An Overview of the Model Approach to Partnerships in Parenting/Group Preparation and Selection Program (implemented in 2001)*
- *Adult Mental Health Issues which Impact Families Served by Child Welfare (implemented in 2001)*
- *Advanced Intervention Strategies for Family Preservation (developed in 2001)*
- *Conflict Management for Supervisors (implemented in 2001)*
- *Connecting with Families: Family Support in Practice (implemented in 2001)*
- *Deciding Together: A Program to Prepare Families for Fostering or Adoption on an Individual Basis*
- *Domestic Violence: An Overview*
- *Emotional Aspects of Termination of Parental Right (implemented in 2001)*
- *Financial and Legal Aspects of Adoption*
- *Fostering and Adopting the Child Who Has Been Sexually Abused*
- *Helping Youth Reach Self-Sufficiency: Foster Parent Training*
- *In the Best Interest of the Child: Making the Most of Visitation (implemented in 2001)*
- *Introduction to Child Sexual Abuse in Child Welfare Services*

- *Introduction to Substance Abuse for Child Welfare Services*
- *Introduction to Supervision for Child Welfare Services*
- *Maintaining Connections: Using The Life Book As A Tool (revised in 2001)*
- *Model Approach to Partnerships in Parenting/Group Preparation and Selection (MAPP/GPS)*
- *Money Matters: Foster Care Funding Basics*
- *Motivating Staff (implemented in 2001)*
- *Multiethnic Placement Act-Interethnic Adoption Provisions (MEPA-IEP): It's the Law (implemented in 2001)*
- *Preparing Children for Adoption*
- *Recruitment and Retention Strategies: Measure Twice, Cut Once*
- *Results Oriented Leadership (implemented in 2001)*
- *Risk Assessment: The Connector to Family Services Case Plans*
- *Say What? How to Communicate with Youths! (implemented in 2001)*
- *Supervisor as Teacher*
- *Taking the Next Step (implemented in 2001)*
- *Team Building for Supervisors*
- *Trainer Skill Development*
- *True Colors*

2001 Curriculum Delivery

During 2001, the CSSTP provided many training opportunities for staff in county department of social services and other community agencies (*see Appendix F*). A total of **47** different curricula were offered during 2001, compared with the 43 offered in 2000. These curricula were offered many times, for a total of **285** training events or **1,281** days of training (*see Table 1*).

Of the **6,245** people registered for training in 2001, **5,262** were county DSS workers (*see Table 2*) and **983** were from other agencies (*see Table 3*). All **100** county department of social services were served at these training events (*see Table 4*). In addition to these training events, a three-day conference, "Working Together for What Matters Most," was held in Greensboro. A total of **847** child welfare and other human services workers attended.

3. INDIVIDUAL TRAINING COMPETENCY ASSESSMENT

“To implement and utilize the Individual Training Competency Assessment statewide computerized tracking system.” (Goal Three)

The Individual Training Competency Assessment (ITCA) is comprised of a web site and database that combine to form a learning management system designed to provide social workers with a structured environment for reviewing, assessing, and tracking professional development. The ITCA’s password-protected web site allows workers to view and update their personal training-related information, personal training history, and ITCA history, and to register for training online. Workers can use the ITCA as often as they like, but in general workers will be asked to verify and update their training information at least once a year.

During 2001, the ITCA project successfully evolved into an application with the flexibility to accommodate a variety of features and reporting options. An overall ITCA development plan was developed consisting of four major phases: preparation, assessment, implementation, and evaluation.

In calendar year 2001, emphasis was placed on the preparation phase, which consisted of the development of the underlying database logic and structure. The initial question addressed by the project team was “What data will be collected, by whom, and how will it be processed for reporting purposes?” Rules governing the use of a paper-pencil form served as the basis for how the data will be processed, and the competencies from seven curricula were identified for the ITCA’s development. Database design followed. Three additional issues were identified and successfully addressed in the course of the system design: 1) determining a means for connecting ITCA users to the North Carolina Statewide Training System (NCSTS) database, 2) allowing users to return to where they stopped if an ITCA session is interrupted, 3) identifying a means for organizing the competencies in different ways (e.g., by curriculum, by job responsibility). Plans for the ITCA web site were also completed.

The assessment and implementation phases are scheduled for completion by July 2002. The assessment will consist of a series of focus group-like sessions in which users will provide detailed feedback regarding their experiences with the ITCA web site. Implementation will depend on the development of a marketing strategy, the creation of guidelines for ITCA use, and finalization of competencies for all curriculum and job responsibilities.

4. NCDSS STAFF AND CONTRACT TRAINERS

“To develop a pool of competent trainers (both NCDSS staff and contract) to meet the changing needs of North Carolina’s child welfare system.” (Goal Four)

Recruiting and Selecting Contract Trainers

The contract trainer pool has continued to increase during 2001 through the addition of highly qualified, competent individuals well versed in the content of the curricula teach. Recruitment still primarily occurs through staff referrals, although other strategies are still in place such as advertisement in statewide professional newsletters, flyers in agencies, etc.

Last year we implemented a new screening and selection process, which has helped us match potential trainers with the appropriate curriculum. In addition to an application, contract trainers are also required to submit a copy of their vitae and, if employed by a county DSS agency, a letter of support from their supervisors. Once the application packet is complete, a number of staff review the packet for approval and the trainer is matched with the curriculum in which they have the most expertise.

Once selected, contract trainers will first observe the training in the classroom. When teaching the curriculum for the first time themselves, they will be observed by a staff trainer and given feedback on their training skills. To ensure high quality, all participant evaluations are reviewed and contract trainers are observed on a periodic basis.

Developing Training Skills

Four years ago when the CSSTP embarked on the development of a new training system for child welfare staff, many new trainers were added to both the staff and the contract trainer pool. Most of the individuals hired at that time were drawn from the county systems within the state and possessed extensive experience and knowledge of the content areas they would be training. However, many of the trainers had little formal training experience. Therefore, the CSSTP values the importance of on-going professional growth for new and seasoned trainers. In 2001 the following training skills development opportunities were provided:

Resources for Change, Inc., in conjunction with the Staff Development Team, established a professional development group for regional and central office trainers employed by the state. This group meets three times per year to receive training, support, coaching, and individualized feedback on trainer performance, training partnerships, and skill development.

Also, a trainer skill development course (*see Appendix F*) is available on a yearly basis to trainers employed by the state, county department of social services, and contract agencies. The training focuses on skills and approaches trainers can use to more effectively reach their audiences. This year, the trainers had the opportunity to assess their own training styles, to link those styles with the learning styles of those they teach,

and to craft individual development plans for broadening their own repertoire of skills and approaches.

During 2001, the curriculum developers conducted a training-of-trainers event attended by regional training staff, county trainers, and university faculty involved with pre-service education. The training involved a discussion of the revised pre-service competencies and curricula.

Two central office and one university staff person attended a graduate level course addressing curriculum design and development. Knowledge gained from this course assisted with the revisions of the pre-service curriculum.

Lastly, the CSSTP utilized a combination of videotaping and trainer modeling as a training-of-trainers to enhance regional trainers' knowledge and skills in a particular model of practice. Once training was completed, this technique provided training staff with an opportunity to review the techniques and information on an as-needed basis.

5. CURRICULUM REVISION, DEVELOPMENT, AND OTHER TOOLS

“To design a dynamic curriculum development system that emphasizes competencies, social work values, ethics, and North Carolina’s child welfare standards in all learning tools.” (Goal Five)

Curriculum Revision

In the previous year, various methods of analysis were used to determine if a need existed for pre-service curriculum revisions. All of the information obtained indicated the need for curriculum revisions; therefore, curriculum writers at the Division began the process of completing the third revision to the pre-service training in 2000. During 2001 the regional training staff piloted the revised pre-service curriculum. It is anticipated the final revision will be implemented in 2002.

Curriculum Development

During 2001, the partnership initiated the development of the following new courses, which will be implemented in 2002:

1. **Understanding Child Mental Health Issues**—provides a basic understanding of the childhood mental health problems most commonly seen in child welfare settings and focuses on the causes, symptoms, prognoses, risks, treatments and interventions for pediatric depression, juvenile bipolar disorder, ADD/ADHD, oppositional-defiant and conduct disorder, and post-traumatic stress disorder.
2. **Understanding and Intervening in Child Neglect**—provides an understanding of neglect—what it is, how it affects children and families,

and innovative interventions; it explores how poverty and neglect are linked (but not the same), and cultivates skills for working with families for whom neglect is an issue.

During 2001, the partnership implemented the following new courses:

1. **Adult Mental Health Issues which Impact Families Served by Child Welfare**—addresses the mental health needs of parents and caretakers involved with the child welfare system by focusing on mental health illnesses that often affect a person’s ability to parent, bringing the family to the attention of department of social services.
2. **Advanced Intervention Strategies for Family Preservation**—provides instruction and practice in guided self-discovery, the change process, advanced solution-focused techniques, and overcoming family resistance.
3. **An Overview of the Model Approach to Partnerships in Parenting Group Preparation and Selection Program**—provides a 12-hour orientation to the theory, philosophy, and practices of the GPS program. Staff and parents learn why partnership with birth parents is essential to child development, how partnership and teamwork differ, and how newly selected parents are expected to work with the agency.
4. **Conflict Management for Supervisors**—provides supervisors with an understanding of conflict and various strategies to assist in addressing conflict in the work environment.
5. **Connecting with Families: Family Support in Practice**—provides family support and family resource center staff with the skills necessary to work successfully with families in center-based programs, in support groups, and through home visiting.
6. **In the Best Interest of the Child: Making The Most of Visitation**—explores parent-child visiting as a possible means of achieving timely and successful family reunification; focuses on using visitation as a therapeutic process, utilizing assessment and observation tools, and developing a visitation plan.
7. **Motivating Staff**—explores internal and external factors that can support or undermine staff motivation and helps supervisors improve staff morale and reduce turnover.
8. **Multiethnic Placement Act/Interethnic Adoption Provision (MEPA/IEP): It’s the Law**—provides an overview of MEPA Act of 1994 as amended by the IEP of 1996.
9. **Results Oriented Leadership**—provides supervisors with a structure and process they can use to connect the daily job responsibilities and activities of their staff with their agency’s core purposes.
10. **Say What? How to Communicate with Youths!**—explores ways adults can keep communication avenues open to youths in their care.
11. **Taking the Next Steps**—provides an opportunity for advancing facilitation skills, troubleshooting potential problems, problem-solving current obstacles,

and additional material for training other foster parents and/or independent living groups.

12. **The Emotional Aspects of Termination of Parental Rights**—helps child welfare workers better understand the effects of termination of parental rights (TPR) on children, birth parents, and workers themselves.

Other Tools for Learning

To augment classroom training, the CSSTP produces the following newsletters:

Children's Services Practice Notes Newsletter. *Practice Notes* is designed to help North Carolina's child welfare social workers stay on top of developments in their field and improve their practice with children and families. Published four times a year, *Practice Notes* goes out to 2,300 child welfare social workers in North Carolina. To learn more about this publication or review past issues, stakeholders can visit the *Children's Services Practice Notes* website at <<http://www.sowo.unc.edu/fcrp/Cspn/cspn.htm>>. The following topics were covered during 2001:

- Termination of Parental Rights
- African American Children in the Child Welfare System
- Child Maltreatment Fatalities
- Working with Children with Parents in Prison

Fostering Perspectives Newsletter. A forum for those touched by foster care in North Carolina, *Fostering Perspectives* (FP) features information and essays, as well as writing and artwork by foster children. Published twice a year, *FP* goes out to all foster parents licensed through DSS in North Carolina and to all county DSS child welfare social workers. To learn more about this publication or review past issues, stakeholders can visit the *Fostering Perspectives* website at <<http://www.sowo.unc.edu/fcrp/fp/>>. The following topics were covered during 2001:

- Making Up for Lost Time
- Feds Review Child Welfare System in North Carolina

Training Matters Newsletter. *Training Matters* shares important news and ideas related to child welfare training in North Carolina. Published four times a year as an insert in the newsletter *Children's Services Practice Notes*, *Training Matters* goes out to 2,300 child welfare social workers in North Carolina. To learn more about this publication or review past issues, stakeholders can visit the *Training Matters* website at <http://www.sowo.unc.edu/fcrp/tm/tm_mainpage.htm>. The following topics were covered during 2001:

- Training and Turnover in Child Welfare in North Carolina
- New Distribution Strategy for Child Welfare Training Schedule
- Supervisor's Role in Training is Critical
- Helping Workers Apply What They Learn in Training

Other Training Initiatives

The North Carolina Family Group Conferencing Project (FGC) provided county Department of Social Services with the information and skills to develop and implement FGC, provide advance FGC training, co-facilitation and modeling of the FGC techniques, and on-going consultation with FGC coordinators.

6. CHILDREN'S SERVICES REGIONAL TRAINING CENTERS

"To establish fully functional regional training centers." (Goal Six)

During 2001 a total of **218** training events were offered at the Regional Training Centers. The four Children's Services regional training centers (Asheville, Charlotte, Greensboro, and Kinston) were established in 1998 in partnership with Asheville/Buncombe Technical Community College in Asheville, Central Piedmont Community College in Charlotte, Guilford Technical Community College in Greensboro, and Lenoir Community College in Kinston. Two trainers and a clerical support position serve at each of these centers. The primary responsibility of the trainers in the centers is to deliver the required pre-service and 200 series training.

Over the last several years, the Statewide Training Partnership has been concerned by the geographic location of the four regional training centers in relation to county staff employed in the Southeast Region. As a result, the 2000 session of the General Assembly provided an additional \$350,000 to establish a fifth training center in Fayetteville.

Over the last year, establishing the fifth training center has been hampered due to the budget crisis. Hiring freezes have prevented the Division from hiring trainers and clerical staff. Also, the ability to order supplies, furniture, and equipment has been affected. However, progress has occurred with the Fayetteville Training Center. Space was identified at Cumberland County Department of Social Services that provides the needed classroom and office space. Over the last several months, renovations have occurred and job applicants have been interviewed. It is anticipated that the training center will be fully operational in late 2002. This center is unique in that it is housed in the Cumberland County Department of Social Services. This arrangement will allow for several new pilot initiatives with county DSS child welfare staff. This center will also serve as a pilot for a multi-disciplinary training center.

7. CHILD WELFARE TRAINING EVALUATION SYSTEM

“To ensure that evaluation becomes an integral component of the training system, including: evaluating trainers, participant learning, curricula, competencies, the ITCA process, training outcomes for children and families, cost analysis, and general satisfaction with training system responsiveness.” (Goal Seven)

The training evaluation focused on four major areas this year: assessment of trainee satisfaction, assessment of Pre-Service Training learning, provision of feedback on trainee performance during Pre-Service Training, and evaluation of the MAPP/GPS program (Model Approach to Partnership Parenting/Group Preparation and Selection). A brief summary of each of these work areas follows.

Assessment of Trainee Satisfaction

This is a summary of the first annual report based on Participant Satisfaction Form (PSF) data from the child welfare training program. The primary purpose of this form is to furnish information for efficient management of the training system based on timely identification of trainee satisfaction with various aspects of training. The PSF, which is completed by all trainees in all classes offered by the partnership, covers three broad areas of training: the training curriculum, effectiveness of training delivery, and satisfaction with training arrangements and physical facilities. This report covers training events held from January 1, 2001 through December 31, 2001. In all, **4,952** PSFs were completed and returned from a total of **240** training events, conducted by **75** different trainers at **13** different sites, covering **35** curricula of different levels.

An analysis of the test reliability and validity of the PSF as an instrument to measure participant satisfaction shows a high level of consistency. This analysis indicates that the PSF is an effective instrument to measure the satisfaction of participants.

Assessment of the Curricula

The vast majority (98%) of participants perceive that the content of all **curricula** are **well organized** and that the course content is **appropriate to their job performance**. In only one course were significant problems with organization noted, and in only four courses did significant numbers of participants think the content was not appropriate to their job performance. Nearly 88% of all participants were satisfied with the **length of time allocated** to different training courses. However, results from several individual courses indicated problems with time allotment (as noted in the 2001 Child Welfare Training Program Participant Satisfaction report). Ninety-six percent of the participants were satisfied with the **combination of learning activities** (lecture, discussion, exercises, etc.) in individual courses. However, in six courses, significant numbers of participants reported dissatisfaction with the mix of activities. A more in-depth evaluation of the various curricula involves analysis of participants’ reactions to specific segments and modules of different courses in terms of the **helpfulness of specific topics covered**. Overall, 95% of the participants indicated satisfaction with specific modules taught in

most of the courses. In only four courses was the level of dissatisfaction with specific modules large enough to warrant attention. Another significant aspect of participants' training experience relates to the effect of training on their **understanding of the subjects covered**. Nearly 95% of the participants indicated that their understanding of the topics covered in training increased significantly. However, in eight courses, a significant percentage of participants did not perceive a significant increase in their understanding of the topics covered.

Participants were asked to assess their learning behavior in the context of group dynamics. Overall, 99% of the participants agreed or strongly agreed that they **contributed to their own learning experience**. Nearly 97% of the participants in all courses reported that the **group contributed to their overall learning experience**, and 96% of the participants thought the **size of the group was right** for the type of activities involved in the course.

In summary, the results from the assessment of the curriculum are extremely positive. This observation is supported by the fact that, although about 13% of the participants indicated they had initially not been eager to go to training, once training ended, over 97% indicated they were glad they had attended the training. Finally, participants were asked to give an **overall rating to their training experiences**. On average 99% of the participants in all courses considered the overall experience to be beneficial. Only 1% participants rated their training experience as not at all helpful. The full Participant Satisfaction report specifies courses that appear to need attention based on participants' dissatisfaction with certain curriculum elements.

Training Delivery

The second major area of assessment is trainer performance in terms of training delivery. Overall, 99% of the participants strongly agreed or agreed with positive statements about trainers' performance indicated in the relevant questions in the PSF. Thus, participants indicated a high level of satisfaction with delivery of training and performance of trainers, as a group.

In order to make administrative and management decisions, a more in-depth analysis of individual trainers' performance is warranted. Individual level analysis of trainers' performance is done at two levels: first, data is presented for individual trainers in terms of participants' responses to the eight questions pertaining to specific aspects of trainer's performance; second, where there is some indication of dissatisfaction with individual trainers' performance, their performance is analyzed again for the various courses taught by each trainer. The detailed analysis and tables are provided to the State Children's Services Staff Development Team.

Facilities and Arrangements

Although a majority of participants reported that the training facilities were generally comfortable and an appropriate size, their perceptions of the physical facilities in which training was held were not as positive as their perceptions about the curricula and the trainers. Overall, 88% of participants reported that the **classroom size was right** for training events at the various sites. However, 12% of the participants disagreed or strongly disagreed with this perception.

Across all training facilities, 72% of all participants thought that the **classrooms were comfortable**. Nearly all (97%) of the participants reported **classrooms were clean and well maintained** across all training facilities. Overall, 83% of the participants reported that **chairs were comfortable** at the various training sites. However 17% or more participants did not think that chairs were comfortable. Nearly 92% of the participants reported that they could **see the audiovisual aids clearly** across all training sites. **Parking** was not seen as a significant problem. More than 90% of the participants were satisfied with convenience of parking across all training sites.

Nearly all (96%) of the participants reported that **confirmation letters and related training information were accurate and that they received them in a timely manner**.

Assessment of Trainee Satisfaction: Conclusion

The findings from this first annual report of Participant Satisfaction Form data are extremely positive. Training participants appear to be generally well satisfied with almost all aspects of the Child Welfare Training Program. It is recommended that training managers review the few curricula with which participants reported dissatisfaction and make appropriate changes. Additional attention to training facilities appears to be warranted.

In addition to information on participant satisfaction with training, future data from other sources (e.g., knowledge tests, assessments of the extent to which trainees can apply what they learn on the job, feedback from trainers about specific curricula), will examine multiple dimensions of the administration and delivery of this training program. These assessments will provide training managers with ongoing information to facilitate decisions aimed at enhancing the North Carolina's child welfare training program, to ensure the program meets its goal of preparing child welfare staff with the knowledge and skills necessary to help families and children achieve safety and timely permanence.

Assessment of Learning in Pre-Service Training (PST)

Substantial progress has been made in this area. A knowledge test for four PST training modules was developed and the pilot test begun. It is expected that this pilot will be completed in winter 2002. As the first pilot test was implemented, work was begun on developing items for the remaining training modules. A Curriculum Evaluation Specialist was hired in December to start in January 2002. This person's primary responsibility will be to finish writing test items for the PST (and other courses in the future), develop and implement a pilot test for the remaining items, and construct a set of parallel tests that will be used to assess trainee learning in PST.

Participant Feedback Form

During an earlier evaluation of PST by county child welfare supervisors, research participants asked for information on how their employees performed in PST. In 2001, the Participant Feedback Form was designed and the pilot test was begun. This form provides supervisors and trainees with specific information about trainee behavior during PST. Preliminary results of the pilot test indicate that most supervisors find the information to be helpful as they begin to supervise their new employees.

Evaluation of MAPP/GPS Training

The Children's Services Section Staff Development Team is interested in evaluating the effectiveness of the Model Approach to Partnerships in Parenting/Group Preparation and Selection Program (MAPP/GPS) Training for foster and adoptive parents. Due to the wide variation in implementation of this training program across the state, it was decided to do a preliminary study to document the variations being used. In the future, information from this study will be used to correlate effectiveness with the various forms of implementation. A draft of a mail survey was developed during fall 2001 with input from state MAPP/GPS Trainers. This survey will be conducted during spring 2002.

8. COLLABORATIVE PARTNERSHIP

"To have a policy and administrative structure that promotes ongoing and collaborative planning, management, and evaluation of all system components." (Goal Eight)

The Staff Development Team, Children's Services Section of the NC Division of Social Services, manages the CSSTP. As the central management organization of the partnership, the Division has established an administrative structure that carries out the purpose of the system. In addition, it provides a program administrator who bears day-to-day management responsibility and assesses the partnership's progress toward the purposes mentioned above. This program administrator serves on the Children's Services Section Management Team, which meets twice monthly. The Staff Development Team Program Administrator reports directly to the Chief of Children's Services, who in turn reports to the Director of the NC Division of Social Services. The program administrator directly supervises three trainers who travel from site to site, two curriculum writers/trainers, one contract administrator, two administrative support staff in the central office, and one program manager.

Children's Services Statewide Training Advisory Committee

The Children's Services Statewide Training Advisory Committee was established by the CSSTP and is comprised of state, regional, and county staff and consortium members who advise the Staff Development Team. The committee specifically focuses on the effectiveness and quality of the training program, paying special attention to strategic and operational planning and program evaluation. This committee meets four times a year (*see Appendix B*).

Statewide Training Database System

The Regional Training Centers and the Central Office continue to have immediate and simultaneous access to training information through the North Carolina Statewide Training System (NCSTS). Designed for use over the World Wide Web, this database system serves two primary functions: it tracks the enrollment and completion of training

by social workers in North Carolina and it provides administrators with information useful for monitoring the demand and supply of child welfare training across the state.

A new version of the NCSTS (version 2.5) was finalized during FY 2000-2001 and implemented in December 2001. This version improves the State's ability to generate reports online and tracks the training qualifications of NCDSS staff and contract trainers. It also allows individuals to register for upcoming training events directly online.

9. TRANSFER OF LEARNING SYSTEM

“To develop and implement a transfer of learning system that is comprehensive, consistent, and structured.” (Goal Nine)

Providing child welfare services in any capacity requires specific areas of knowledge and skill. To be recognized as competent, agency administrators, supervisors, and social workers must demonstrate professional behaviors that achieve the overall purposes of child welfare. Developing competence in child welfare requires the workers' effective application, on the job, of knowledge and skills gained in training. Transfer of learning involves specific activities the trainer or participant and his or her supervisor can engage in before, during, and after training to assist staff in becoming competent.

A transfer of learning strategy has been devised for the pre-service training. Participants are expected to participate in activities that will prepare them for training, such as reviewing the Participant Feedback Form and Benchmarks prior to training. During training, participants are expected to return to their agencies during week three and complete specific activities related to the knowledge they gained in weeks one and two. Also, transfer of learning strategies are incorporated into the training daily. As with any transfer of learning strategy, agency supervisors play a major role in helping participants apply to their work with families the things they have learned in the classroom.

10. EDUCATION COLLABORATIVE

“To prepare undergraduate and graduate level social work students for work in children's services in county departments of social service.” (Goal Ten)

The NC Child Welfare Education Collaborative (the Collaborative) is a joint effort of North Carolina social work education programs, the NC Division of Social Services, and partners such as the NC Association of County Directors of Social Services and the NC Chapter of the National Association of Social Workers. The Collaborative seeks to strengthen public child welfare services by increasing the number of well-trained and highly committed BSW and MSW social workers employed in local departments of social services. Offering specialized educational opportunities emphasizing public child welfare practice, the Collaborative provides financial support for selected social work students who will commit to work in a North Carolina county department of social services. While they are in school, Collaborative students (child welfare scholars) satisfy

all requirements for the state-mandated child welfare pre-service training. Collaborative students can begin field placement with a county department of social services without having to take the 72-hours pre-service course, and agencies can hire these students as fully qualified for child welfare social work positions and do not have to incur the expense of pre-service training.

Three MSW programs (UNC at Chapel Hill, East Carolina University, and NC A&T State University/UNC at Greensboro – Joint MSW) and three BSW programs (NC State, UNC at Wilmington, and Appalachian State) offered the child welfare scholars program in FY 2001-2002. Thirty-three May 2001 graduates are now employed in children’s services in county departments. This includes 5 BSW graduates and 28 MSW graduates. Fifteen graduates have contracted for 1 year of employment and 18 have a 2-year employment obligation. During FY 2001-2002, 54 students will graduate.

Child Welfare Education Collaborative Key Statistics

	1999-2000	2000-2001	2001-2002
Number of Social Work Education Program	3	6	6
Number of Child Welfare Scholars	31	89	115
Number of Scholars in Field Placement (Total Hours)	23 (hrs. not available)	71 (39,664 hrs.)	86 (48,148 hrs.)
Number of Counties Hosting Field Placements	13	33	36
Number of Graduates During Academic Year	2	35	54
Number of Counties Employing Graduates	1	19	Not yet available

The process of including other accredited social work education programs at schools within the University of North Carolina system continued during this year. These programs completed a curriculum analysis to determine how child welfare competencies are currently addressed in the curriculum. Each program then presented a plan to address the mandated child welfare competencies. Once these plans were accepted by the NC Division of Social Services, programs were granted a training waiver. Next year, these programs will begin implementing the approved plan.

Programs that received a training waiver this year are East Carolina University (BSW), North Carolina Central University (BSW), and Western Carolina University (BSW). Each of these programs will be eligible to offer the child welfare scholars program when funding is available to expand the Collaborative to these sites.

11. Appendices and Tables

APPENDIX A: NCDSS CHILDREN'S SERVICES STATEWIDE TRAINING PARTNERSHIP MEMBERS, 2001

- Appalachian State University
(Bringing It All Back Home Study Center)
- Children and Family Services Association–NC
- Independent Living Resources, Inc.
- NC A & T State University Social Work Program
- NC Association of County Directors of Social Services
- NC Community College System
- NC Division of Social Services
- NC State University Department of Sociology/Social Work
- Resources for Change, Inc.
- UNC-Chapel Hill School of Social Work
(Jordan Institute for Families)
- UNC-Chapel Hill School of Medicine
- UNC-Greensboro Department of Social Work

APPENDIX B:

NORTH CAROLINA CHILDREN'S SERVICES TRAINING ADVISORY COMMITTEE 2001

1. Fasih Ahmed, *Faculty, Carolina Evaluation Center, NC A & T University*
2. Rhoda Ammons, *Program Consultant, Family Preservation/Family Support, NCDSS*
3. Kathy Birkhead, *Staff Development and Training Coordinator, Child and Family Services Association*
4. Cindy Blizewski, *Trainer, Mecklenburg County Youth and Family Services*
5. Kathy Boyd, *Executive Director, NASW-NC*
6. Rebecca Brigham, *Team Leader, Staff Development, NCDSS Children's Services*
7. Vicky Church, *Assistant Chief for Staff Development, NCDSS*
8. Yvette Davenport, *Supervisor, Washington County DSS*
9. Jan Elliott, *Director, Scotland County DSS*
10. Cathy Ferran, *Cumberland County DSS*
11. William Griffin, *Executive Director, Independent Living Resources, Inc.*
12. Bob Hensley, *Consultant, NCDSS*
13. Betsy Lindsey, *Faculty, Dept. of Social Work, UNC-Greensboro*
14. Senthia Newsome, *Program Manager, Halifax County DSS*
15. Ann Oshel, *Jordan Institute for Families, UNC-CH SSW*
16. Eddie Perkinson, *Johnston County DSS*
17. Connie Polk, *Regional Training Program Manager, NCDSS*
18. Javier Rivera, *Budget Analyst, NCDSS*
19. Debbie Ryals, *ECU CW Collaborative Project Director, ECU*
20. Jane Shooter, *Child Welfare Trainer, Cleveland County DSS*
21. Jennifer Sullivan, *NASW-NC*
22. Gale Trevathan, *Children's Program Representative, NCDSS*
23. Teresa Turner, *Senior Trainer, NC Family Group Conferencing Project, NCSU Social Work Program*
24. Mary Urzi, *Family Support Services Director, Wake County Human Services*
25. Evelyn Williams, *Director, NC Child Welfare Education Collaborative, UNC-CH School of Social Work*
26. Patrice White, *Program Director, BIABH Study Center*

APPENDIX C: REGIONAL TRAINING CENTERS

Asheville Regional Training Center

Asheville-Buncombe Technical Community College
Pines Building
340 Victoria Road, Room 400 – Training Rooms: 226 & 228
Asheville, NC 28801
Trainers: Steve Elledge and Geraldine Shuford

Charlotte Regional Training Center

Central Piedmont Community College
Graphic Arts Building
Room 200, Post Office Box 35009 (mailing address and office only)
Kratt Building – Training Rooms 111 & 112
Charlotte, NC 28204
Trainers: Virginia Clark and Dee Hunt

Fayetteville Regional Training Center

Cumberland County Department of Social Services
1225 Ramsey Street – Training Rooms: G-05A, G-05B, & G-05C
Fayetteville, NC
Trainers: to be announced

Greensboro Regional Training Center

Guilford Technical Community College
J.C. Price Campus
400 West Whittington Street – Training Rooms: 207 & 216
Greensboro, NC 27406
Trainers: Kaye Moody and Ginger Caldwell

Kinston Regional Training Center

Lenoir Community College
Main Building – Training Rooms: 202 & 205
Highway 70
Kinston, NC 28502
Trainers: Ruth Harrison and Velvet Nixon

APPENDIX D: CURRICULUM STRUCTURE

Child Welfare Training System

100 Series

Pre-service (Effective July 1998)

200 Series

Tier 1



Tier 2



300 Series



APPENDIX E: THE PARTNERSHIP'S TEN GOALS

1. To formalize an ongoing process for reviewing and adopting child welfare competencies that are comprehensive, relevant, and responsive to the changing child welfare system in North Carolina.
2. To provide standardized pre-service and foundation-level training for all new child welfare services employees, and to provide specialized and advanced practice in-service training to child welfare services employees and other community professionals.
3. To implement and utilize the Individual Training Competency Assessment (ITCA) statewide computerized tracking system.
4. To develop a pool of competent trainers (both NCDSS staff and contract) to meet the changing needs of North Carolina's child welfare system.
5. To design a dynamic curriculum development system that emphasizes competencies, social work values, ethics, and North Carolina's child welfare standards in all learning tools.
6. To establish fully-functional regional training centers.
7. To ensure that evaluation becomes an integral component of the training system, including: evaluating trainers, participant learning, curricula, competencies, the ITCA process, training outcomes for children and families, cost analysis, and general satisfaction with training system responsiveness.
8. To have a policy and administrative structure that promotes ongoing and collaborative planning, management, and evaluation of all system components.
9. To develop and implement a transfer of learning system that is comprehensive, consistent, and structured.
10. To prepare undergraduate and graduate level social work students for work in children's services in county departments of social services.

APPENDIX F:

CURRICULUM DESCRIPTIONS

1. Adolescent Independent Living 101. This three-day residency seminar is devoted to providing basic independent living training on principles, assessment, teaching skills, and developing a program. Audience: all county and residential staff who work with adolescents. Developed by Independent Living Resources, Inc.

2. Adolescent Independent Living Group Work. This three-day curriculum is devoted to providing life skills training in the group setting. The program covers all aspects of running an adolescent skills group, including planning and setting up a group, location and other logistical concerns, motivation, incentives, and measuring success. Developed by Independent Living Resources, Inc.

3. Adoption Supports—The Path to Permanence. This three-day specialized curriculum focuses on supports that provide a strong foundation for permanent adoptive placements for children with special needs. Topics covered include why and how support services boost the potential for success, the basics of adoption support, disruption dynamics, systemic and human barriers to service, and how to plan for cost-effective supports within budgetary constraints. Developed by the Child Welfare Training Project at the University of North Carolina-Greensboro.

4. Adoptions in Child Welfare Services. This three-day specialized curriculum focuses on children awaiting adoptive placement and families interested in adopting children. Topics covered include: policies, laws, and best practices that support a broad-based community approach to finding families; the importance of ensuring families are willing, able, and informed about the parenting of children who are available for adoption; the importance of gathering firm assessment information about the child's needs and the prospective families' strengths; the skills necessary to prepare the child and family for the adoption experience; and, to increase permanence, the need for a plan for post-placement support for the family. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

5. Adult Mental Health Issues which Impact Families Served by Child Welfare. This two-day curriculum is designed to address the mental health needs of parents and caretakers involved with the child welfare system. It focuses on mental health illnesses that often affect a person's ability to parent, bringing the family to the attention of DSS. In this training participants will learn the causes, symptoms, prognoses, risks, treatments, and interventions for depression, schizophrenia, bipolar disorder (manic-depression), borderline personality disorder, and the risks these illnesses may pose to children, to the person with the illness, and to workers. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-CH School of Social Work. *(New training implemented in 2001)*

6. Advanced Intervention Strategies for Family Preservation. This nine-day curriculum is designed to revitalize the experienced county DSS and family-based worker by providing an in-depth look at several therapeutic skills. This curriculum is divided into three-day blocks. Between each three-day block is a six-week interval to reflect upon and use the newly learned skills before returning for another three-day block. The training experience is enhanced by a variety of creative approaches to learning, which can also be applied to the worker-family relationship. The trainers will facilitate the group process through discussion, skill building, coaching, journaling, self-reflection, partnering, and other activities. Developed by Home Remedies, part of the Bringing It All Back Home Study Center at Appalachian State University. *(New training implemented in 2001)*

7. An Overview of the Model Approach to Partnership in Parenting/Group Preparation and Selection Program (MAPP/GPS). This two-day curriculum provides orientation to the theory, philosophy, and practices of the MAPP/GPS program. Staff and parents learn why partnership with birth parents is essential to child development, how partnership and teamwork differ, and how newly selected parents are expected to work with the agency. The overview also provides MAPP/GPS leaders with the they information need to prepare other agency staff and parent resources to support new parents and Partnerships in Parenting practice. Developed by the Child Welfare Institute. *(New training implemented in 2001)*

8. Case Planning and Management in Child Welfare Services. This four-day specialized curriculum focuses on the skills, beliefs, and competencies needed to achieve successful outcomes with families and children. This training is interactive and gives participants many opportunities for skill practice. Topics covered include relationships as a foundation for practice, the role of the case manager, preparing to work with a family, utilizing risk assessment, setting objectives, family group decision making, completing the family services case plan, case documentation, monitoring the case, testifying in court, termination/transition, and professional development. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

9. Child Development in Families at Risk. This two-day foundation curriculum focuses on children whose development is affected by abuse, neglect, and/or developmental delays. Audience: human service personnel who make decisions that involve assessing children's physical, emotional, and social development. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

10. Child Welfare in North Carolina (Pre-Service). This three-week, competency-based curriculum provides social workers and supervisors with an orientation to the North Carolina child welfare system. During this training participants are provided with an overview of the organizational structure of the county DSS; information about child welfare laws, policies, and standards; best practices related to family-centered practice and the family assessment; and the

change process, from CPS intake to adoption. Developed by the NC Division of Social Services and the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. *(This curriculum was revised during 2001)*

11. Child Welfare in North Carolina for BSW Students. This five-day curriculum is targeted toward individuals pursuing a BSW from a North Carolina-accredited school of social work. In addition, students must also complete an internship in a North Carolina public child welfare agency. This training provides students with an overview of DSS and specific information regarding a case from the point of intake through adoptions. This training, in combination with the BSW educational requirements and a public child welfare field placement, meets the 72-hour pre-service training component required by law. Developed by the NC Division of Social Services.

12. Child Welfare in North Carolina for MSW Students. This five-day curriculum is targeted toward individuals pursuing a MSW from a North Carolina-accredited school of social work. In addition, students must also complete an internship in a North Carolina public child welfare agency. This training provides students with an overview of DSS and specific information regarding a case from the point of intake through adoptions. This training, in combination with the MSW educational requirements and a public child welfare field placement, meets the 72-hour pre-service training component required by law. Developed by the NC Division of Social Services.

13. Conflict Management for Supervisors. This two-day curriculum is designed to provide supervisors with an understanding of conflict and various strategies for addressing conflict in the work environment. During this workshop, participants will gain an understanding of the foundation of conflict as well as its causes and potential effects on a work team. Through small group discussions, case study reviews, and role plays, participants will be provided the opportunity to apply strategies to reduce conflict learned during the training. Developed by Resources for Change, Inc. *(New training implemented in 2001)*

14. Connecting with Families: Family Support in Practice. This six-day specialized curriculum is designed for family support and family resource center workers and provides instruction in the skills necessary for working successfully with families in center-based programs, in support groups, and through home visiting. The training is interactive and skill-based. Developed by Home remedies, part of the Bringing It All Back Home Study Center at Appalachian State University. *(New training implemented in 2001)*

15. Deciding Together: A Program to Prepare Families for Fostering or Adoption on an Individual Basis. This three-day curriculum is based on the *Model Approach to Partnership in Parenting/Group Preparation and Selection* (MAPP-GPS) program. This program focuses on the twelve key abilities necessary for

successful foster and /or adoptive parenting that are the basis of MAPP/GPS. *Deciding Together* develops individual families at a level equal to that of MAPP/GPS. This individual preparation and selection program provides the agency with a flexible alternative to the group preparation and selection process. Developed by the Child Welfare Institute.

16. Domestic Violence, an Overview. This two-day curriculum focuses on the link between domestic violence and child maltreatment. Studies show that child abuse and neglect occurs in 45–70% of families experiencing domestic violence. Domestic violence issues can complicate the investigation, substantiation, and the treatment of child welfare cases. The relationship between child welfare workers and domestic violence advocates is often compromised by misperceptions about child welfare policies and domestic violence protocols. The purpose of this training is to provide knowledge of the dynamics of domestic violence to child welfare workers. Developed by the Partnership for Human Services East Carolina University School of Social Work.

17. Effects of Separation and Loss on Attachment. This two-day foundation curriculum is designed for social workers responsible for the removal and placement of children. It includes information about the attachment process, separation from the viewpoint of the child, grief reactions based upon childhood developmental ages and stages, and strategies to help a child reattach. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

18. Family-Centered Practice Foundation in Family Preservation Services. This four-day foundation curriculum is designed to provide family preservation and other home-based workers and supervisors with an overview of family-centered practice. It includes an introduction to the family-centered philosophy, instruction in the theoretical approaches upon which an integrated model of family-centered services is built, and an exploration of cultural competency. Developed by Home Remedies, part of the Bringing It All Back Home (BIABH) Study Center at Appalachian State University.

19. Family-Centered Practice in Family Preservation Services. This six-day specialized curriculum for family preservation and other home-based services workers provides instruction in the skills necessary for a successful in-home intervention. Developed by the Home Remedies, part of the Bringing It All Back Home (BIABH) Study Center at Appalachian State University.

20. Financial and Legal Aspects of Adoption. This two-day specialized curriculum covers the financial and legal components of the adoption process. Developed by the NC Attorney General's Office and the NC Division of Social Services. This curriculum was previously called "Understanding North Carolina Adoption Laws."

21. Foster Family Home Licensing in Child Welfare Services. This two-day specialized curriculum focuses on the process of licensing foster parents through a county department of social services. Topics covered include North Carolina licensing procedures, issues of kinship and pre-adoptive placements, assisting families in the self-selection process and in their partnerships with other team members, matching children with the most appropriate placement, MEPA considerations, the roles of the licensing worker and the child placement worker, preventing disruptions, and skills for working with foster parents. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

22. Fostering and Adopting the Child Who Has Been Sexually Abused (CSA/MAPP). This four-day curriculum is designed to teach child welfare staff to train foster and adoptive families to work with sexually abused children. Participants are able to train experienced foster and/or adoptive families to make an informed decision about their willingness and readiness to apply specialized skills for meeting the needs of sexually abused children. Topics covered include understanding child sexual abuse, handling the double trauma of sexual abuse and placement, and responding to disclosures of prior sexual abuse. Developed by the Child Welfare Institute.

23. Helping Youth Reach Self-Sufficiency (Foster Parent Training). This three-day curriculum is designed to develop a core group of foster parents to provide continuing education and training to local foster parent associations on assisting foster youth to reach self-sufficiency. Developed by Independent Living Resources, Inc.

24. In the Best Interest of the Child: Making Most of Visitation. This two-day curriculum is designed to help child welfare workers improve the quality of visits between children in out-of-home care and their parents. Frequent visitation that focuses on maintaining the parent/child bond has been directly linked to timely and successful reunification. This curriculum will explore the three major visitation-related factors that reduce length of stay, techniques for using visitation as a therapeutic process, assessment and observation tools, and considerations when developing a visitation plan. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. *(New training implemented in 2001)*

25. Intake in Child Welfare Services. This three-day specialized curriculum provides essential knowledge and skills to workers responsible for receiving reports of child maltreatment, assessing whether those reports meet the criteria for child abuse/neglect/dependency in North Carolina, and participating in the decision as to how the agency will respond. Much of the learning involves participant interaction, and participants are expected to engage in skill practice through experiential and group activities. Topics covered include reporting child maltreatment, relating to the caller, educating the public, intake interviews, screening, consultation, documentation, time frame issues, triage, and safety considerations. Developed by the NC Family and

Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

26. Introduction to Child Sexual Abuse in Child Welfare Services. This six-day curriculum is designed to provide the social worker with a foundation for identifying and assessing child sexual abuse. Topics covered include legal definitions of sexual abuse and related laws in North Carolina; survivor, sibling, offender, and non-offending parent dynamics; characteristics of a family in which child sexual abuse is found; and the steps necessary to complete a child sexual abuse case according to policy and best practice. The social worker's personal reaction to cases involving child sexual abuse is discussed. Ways to prevent burnout and compassion fatigue are recommended. Interview methods with the child, perpetrator, siblings, and the other parent are taught and practiced. Developed by the NC Division of Social Services in collaboration with the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel

27. Introduction to Substance Abuse for Child Welfare Services. This three-day curriculum focuses on children and families affected by alcohol and other drug abuse. Topics covered include family violence, child maltreatment, and intervention strategies. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

28. Introduction to Supervision for Child Welfare Services. This nine-day curriculum focuses on the complex challenges new supervisors face. Participants are presented with ways to get support, information, and a way of addressing the interpersonal dynamics that can influence the effectiveness of the unit. Applications-oriented topics include individual learning styles, leadership skills, evaluation frameworks, group development, and team building. Developed by Resource for Changes, Inc.

29. Investigative Assessments in Child Welfare Services. This specialized three-day curriculum focuses on the knowledge and skills necessary to complete an investigation of families referred for possible child abuse, neglect, and dependency. Topics covered include preparing to see the family, completing a comprehensive investigation of an allegation, documenting the assessment of child safety, and making decisions regarding substantiation for abuse and neglect. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

30. Legal Aspects of Child Welfare in North Carolina. This two-day foundation curriculum is designed to provide child welfare staff with legal information that will help them understand the role of the juvenile court in protecting abused, neglected, and dependent children. Developed by the Partnership for Human Services, East Carolina University School of Social Work.

31. Maintaining Connections: Using the Life Book as a Tool. This one-day curriculum teaches social workers how to help children, youth, and foster and adoptive parents use the life book as a therapeutic tool. The life book helps children identify important past connections and collect pertinent information from their history. It also serves as a vehicle for communicating with the children and helping them express their feelings. Developed by American Foster Care Resources, Inc. *(This curriculum was revised in 2001)*

32. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals. This two-day foundation curriculum is designed to help social workers understand the physical indicators of child abuse and neglect, secure medical examinations in a timely fashion, understand and interpret the results of those examinations, and help families understand follow-up care instructions for their children. Developed by the UNC-CH Medical School, Child Medical Evaluation Program.

33. Model Approach to Partnerships in Parenting, Group Preparation and Selection (MAPP/GPS). This eight-day curriculum is designed to guide foster and adoptive parent applicants and agencies through the complex issues they will face in working toward the goal of permanence for children. The curriculum is used as a framework to lead parent applicants towards assessing and learning the twelve key abilities necessary for successful foster and/or adoptive parenting. During the eight days, social workers will learn how to use the Group Preparation and Selection Program, including: the family profile, partnership and professional development plans, the summary and recommendation, and the ten meetings. They will also learn to help prospective foster and adoptive parents identify their strengths and needs in relation to fostering and adopting. Developed by the Child Welfare Institute.

34. Money Matters: Foster Care Funding Basics. This four-hour training is designed for child welfare staff, including program administrators, supervisors, and data entry and fiscal staff. It addresses the various funding streams that support foster care placements. Participants obtain information regarding the child placement and payment system as well as information about facility rates. Developed by the NC Division of Social Services. *(This curriculum was revised in 2001)*

35. Motivating Staff. This two-day training designed to help supervisors in improve staff morale and reduce turnover. During this workshop supervisors will be given the opportunity to assess and understand their own motivation as well as the motivation of staff. Participants will explore internal and external factors that can support or undermine staff motivation. Various strategies for motivating staff will be explored. Through small group discussions, participants will be given the opportunity to discuss motivation issues within their own teams and to develop concrete approaches and a plan to use within their agency. Developed by Resources for Change, Inc. *(New training implemented in 2001)*

36. Multiethnic Placement Act/Interethnic Adoption Provisions (MEPA/IEP): It's the Law. This one-day curriculum is designed to provide an overview of the Multiethnic Placement Act of 1994 as amended by the Interethnic Adoption Provisions of 1996 (MEPA-IEP). This curriculum will help administrators, supervisors, child welfare staff who make or maintain placements, permanency planning action team members, clerical staff, and anyone else who might have the opportunity to talk with the public about foster or adoptive parent recruitment. The information gained in this curriculum provides agencies an opportunity to understand and comply with MEPA/IEP. Developed by NC Division of Social Services. *(New training implemented in 2001)*

37. Placement in Child Welfare Services. This four-day specialized curriculum provides participants with information about making appropriate foster care placements and gives them numerous opportunities for skill practice. This curriculum focuses on strategies to minimize trauma to the child. Topics covered include the dynamics of attachment and separation, preparation for placement, the history and legal basis of foster care, permanency planning, ICWA and MEPA, visitation and reunification, teamwork among social workers, birth and foster families, behavior management, and sensitive foster care issues. Developed by the NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

38. Preparing Children for Adoption. This two-day specialized curriculum covers the knowledge and skills necessary to help a child move forward into a positive adoption experience. Topics include assessing children's needs related to saying goodbye to significant people and building new relationships; use of a variety of methods and materials to encourage children to express emotions to help them prepare for adoption; adaptation of materials for different developmental stages and needs; involvement of foster parents, mental health professionals, clergy, and others in preparation and support for adoption; helping children through the waiting period, including use of publicity and dealing with disappointments; and pre-placement and placement strategies that encourage healthy attachments. Developed by the Adoption-Foster Care Training Project at the University of North Carolina-Greensboro.

39. Recruitment and Retention Strategies: Measure Twice, Cut Once. This three-day curriculum looks at the agency's needs in the area of recruitment and retention and provides the participant with an opportunity to develop strategies for meeting those needs. Participants will receive information regarding effective use of the media in the dissemination of both general and child-specific information. This curriculum also gives an overview of the Multi-Ethnic Placement Act and how it affects recruitment, licensing, and placement. Developed by the NC Division of Social Services. *(This curriculum was revised in 2001)*

40. Results Oriented Leadership. This six-day curriculum is designed to provide supervisors with a structure and process they can use to connect the daily job responsibilities and activities of their staff with the agency's core purposes. This

training will provide supervisors with the opportunity to explore the underlying values that support policies, laws, and standards that guide best social work practice in child welfare. Participants will learn various techniques and approaches that can be used to achieve results oriented outcomes and will be provided the opportunity to apply these techniques with staff within their own agency team. Through large and small group discussions, participants will be given the chance to develop an individual work plan that is conducive to their particular agency and team. Developed by Resources for Changes, Inc. *(New training implemented in 2001)*

41. Risk Assessment: The Connector to Family Services Case Plans. This two-day specialized curriculum focuses on the relationship between the identification of risk factors in families and the development of mutually-agreed-upon case plans that are specific, measurable, achievable, realistic, and timely. Developed by the NC Division of Social Services. *(This curriculum was formerly known as "Family-Services Case Plans.")*

42. Say What? How to Communicate with Youths! Foster Parent Regional Training. This one-day curriculum begins by looking at issues in youths' world. Issues such as clothes, friends, acting like "adults," and how to be an individual are very important to youths. Issues are open for discussion when they are part of "the adolescent world." As soon as the issue is "booted out" (usually by well-meaning adults) young people "tune out" and discussion stops. This curriculum looks at ways adults can keep communication avenues open to youths in their care. Developed by Independent Living Resources, Inc. *(New training implemented in 2001)*

43. Supervisor as Teacher. This two-day curriculum addresses the complex roles supervisors play in the ongoing education of those they supervise. Supervisors are the primary teachers that workers encounter in their daily work lives. This training focuses on the developmental processes inherent in growing a competent work force. It emphasizes the interplay of teaching and learning—how each reinforces the other. It works with supervisors to develop processes for improving the transfer of learning from workers' training to their front line experiences. It incorporates adult learning principles and will provide opportunities for supervisors to operationalize those principles in their own units. It links the promotion of continuous learning to ongoing unit processes like individual worker conferences, case conferences, individual learning plans, and worker evaluations. Developed by Resources for Change, Inc. *(New training implemented in 2000)*

44. Taking the Next Step. This two-day curriculum is offered to foster parents who have completed the Helping Youth Reach Self-Sufficiency seminar. The seminar provides an opportunity for advancing facilitation skills, troubleshooting potential problems, problem-solving current obstacles, and additional material for training other foster parents and/or independent living groups. This curriculum is intended to provide transfer of learning opportunities and technical assistance. Participant competencies also qualify foster parents as Life Skills Specialists or as potential

trainers for the Division. Developed by Independent Living Resources, Inc. (*New training implemented in 2001*)

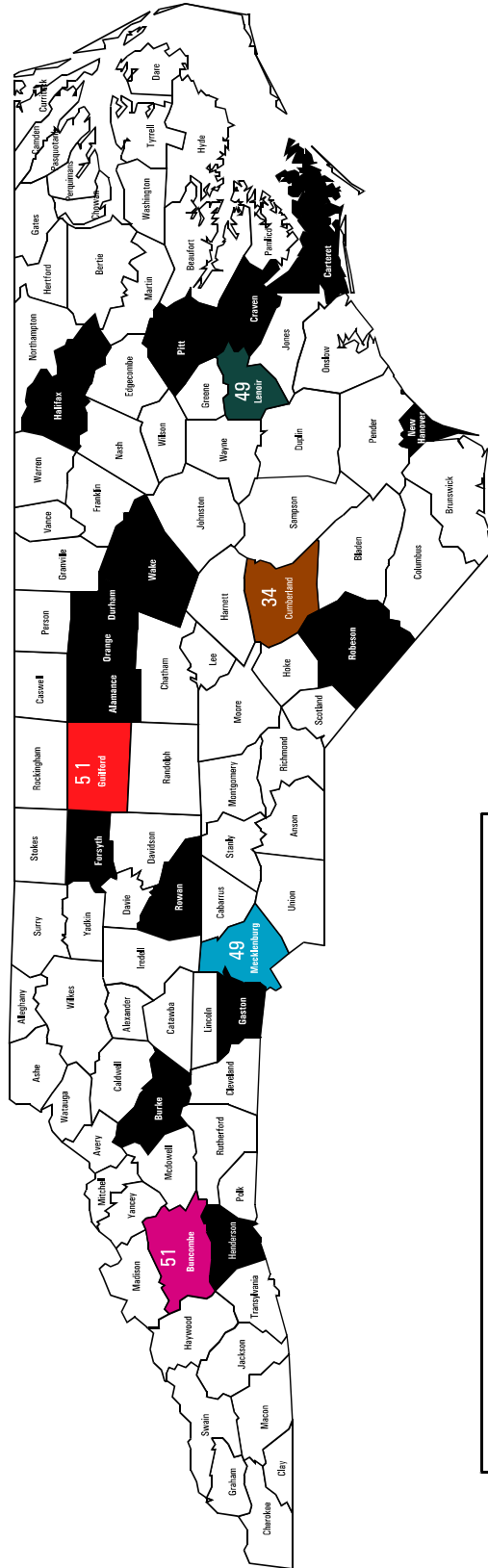
45. The Emotional Aspects of Termination of Parental Rights (TPR). This two-day training is designed to help child welfare workers better understand the effects of TPR on children, birth parents, and workers themselves. Specifically, participants will discuss how to talk with children and birth parents about TPR, the ethics of TPR, the long-term psychological effects of TPR on the child and birth parents, and options for maintaining contact between the child and birth family. The ability of goodbye visits to help birth parents and children lessen the trauma of TPR, after care needs and support for birth parents, and the emotional stages and toll of TPR on workers are also discussed. Developed by NC Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work. (*New training implemented in 2001*)

46. Trainer Skills Development. This two-day training is designed to support and challenge trainers in their efforts to provide high quality learning experiences for DSS county personnel and, in some cases, other agency providers. It focuses on the trainer as a facilitator of learning, establishing and maintaining a positive climate, providing clear instructions for activities, and processing/discussing training activities. Developed by the NC Division of Social Services in conjunction with Resources for Change, Inc.

47. True Colors. This one-day curriculum is an easy, entertaining way to begin to understand communication styles. Identifying your style is an invaluable tool for engaging families, co-workers, and other professionals. Based on the principles of "edutainment," *True Colors* is an exciting and fun way to improve understanding of yourself and others. During this session, practical applications will be discussed that will help you build positive relationships. Developed by the NC Division of Social Services.

**APPENDIX G:
TRAINING STATISTICS ACROSS
NORTH CAROLINA**

Training Statistics Across North Carolina



Training Events Scheduled at
 Regional Training Centers = 234

- Asheville = 51
- Greensboro = 51
- Charlotte = 49
- Fayetteville = 34
- Kinston = 49

Host Sites = Black = host of one or more training events

Key Statistics

- Total number of curricula offered: 47
- Total number of training events: 285
- Total number of training days: 1281
- Total number of county DSS workers registered: 5262
- Total number of other workers registered: 983

TABLES

Table 1: Training Events and Days Delivered During 2001

	NC DSS Children's Services Section, Staff Development Team Training	Total # Events	# Events at RTC's	Total Trng.Days
1.	Adolescent Independent Living 101	3	0	9
2.	Adolescent Independent Living Group Work	1	0	3
3.	Adoptions Supports-The Path to Permanence	1	1	2
4.	Adoptions in Child Welfare Services	9	9	27
5.	Adult Mental Health Issues which Impact Families Served by Child Welfare	5	5	10
6.	Advanced Intervention Strategies for Family Preservation	2	1	18
7.	An Overview of the MAPP/GPS	1	0	2
8.	Case Planning and Management in Child Welfare Services	9	9	36
9.	Child Development in Families at Risk	21	20	42
10.	Child Welfare in North Carolina, Weeks I, II, and III	44	44	528
11.	Child Welfare Services in NC for BSW Students	2	0	15
12.	Child Welfare Services in NC for MSW Students	4		20
13.	Conflict Management for Supervisors	1	1	2
14.	Connecting With Families: Family Support in Practice	3	1	20
15.	Deciding Together	1	1	2
16.	Domestic Violence, An Overview	6	6	12
17.	Effects of Separation and Loss on Attachment	21	21	42
18.	Family-Centered Practice Foundation in Family Preservation Programs	6	1	24
19.	Family-Centered Practice in Family Preservation Programs	5	1	30
20.	Financial and Legal Aspects of Adoption	4	0	8
21.	Foster Family Home Licensing in Child Welfare Services	7	7	21
22.	Fostering and Adopting the Child Who Has Been Sexually Abused	3	3	13
23.	Helping Youth Reach Self-sufficiency (Foster Parent Training)	1	0	2
24.	In the Best Interests of the Child: Making Most of Visitation	5	5	10
25.	Intake in Child Welfare Services	8	7	24
26.	Introduction to Child Sexual Abuse	8	8	48
27.	Introduction to Substance Abuse for Child Welfare Services	5	5	15
28.	Introduction to Supervision for Child Welfare Services	4	4	36
29.	Investigative Assessments in Child Welfare Services	10	10	30
30.	Legal Aspects of Child Welfare in North Carolina	11	0	22
31.	Maintaining Connections-Using The Life Book As A Tool	4	4	8
32.	Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals	12	0	24
33.	Model Approach (MAPP/GPS)	9	9	84
34.	Money Matters: Foster Care Funding Basics	6	6	6
35.	Motivating Staff	2	2	4
36.	Multiethnic Placement Act-Interethnic Adoption Provisions (MEPA/IEP): It's the Law	4	0	3
37.	Placement in Child Welfare Services	10	10	40
38.	Preparing Children for Adoptions	2	2	4
39.	Recruitment and Retention Strategies: Measure Twice, Cut Once	1	1	3
40.	Results Oriented Leadership	1	1	6
41.	Risk Assessment: The Connector to Family Services Case Plans	2	2	4

Table 1 (Continued): Training Events and Days Delivered During 2001

	NC DSS Children's Services Section, Staff Development Team Training	Total # Events	# Events at RTC's	Total Trng.Days
42.	Say What? How to Communicate with Youths!	9	0	3
43.	Supervisor as Teacher	1	1	2
44.	Taking the Next Steps	1	0	2
45.	The Emotional Aspects of Termination Parental Rights - TPR	4	4	8
46.	Trainer Skills Development	1	1	2
47.	True Colors	5	5	5
TOTALS		285	218	1,281

Table 2: Total Registrants from County DSS's by Curriculum During 2001

Training	1 Accepted	Attended	No Show	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
1. Adolescent Independent Living 101	38	31	7	15	0	0	0	53
2. Adolescent Independent Living Group Work	13	11	2	4	1	0	0	18
3. Adoptions Supports-The Path to Permanence	6	2	4	4	0	0	0	10
4. Adoptions in Child Welfare Services	80	75	5	18	0	0	0	98
5. Adult Mental Health Issues that Impact Families Served by Child Welfare	100	88	12	14	2	63	0	179
6. Advanced Intervention Strategies for Family Preservation	20	18	2	1	0	0	0	21
7. An Overview of the MAPP/GPS	1	1	0	1	0	0	0	2
8. Case Planning and Management in Child Welfare Services	*128	103	10	30	0	0	0	158
9. Child Development in Families at Risk	*357	327	27	78	5	19	1	460
10. Child Welfare in North Carolina, Weeks I, II, and III	639	631	8	77	2	0	0	718
11. Child Welfare Services in NC for BSW Students	8	8	0	0	0	0	0	8
12. Child Welfare Services in NC for MSW Students	5	5	0	0	0	0	0	5
13. Conflict Management for Supervisors	*6	4	0	3	0	0	0	9
14. Connecting With Families: Family Support in Practice	6	6	0	3	0	0	0	9
15. Deciding Together	13	11	2	1	0	0	0	14
16. Domestic Violence, An Overview	102	97	5	35	1	4	0	142

**Table 2 (Continued): Total Registrants from County DSS's by Curriculum
During 2001**

Training	1		No Show	2		3 Wait List	4		5		Total Registrants (1+2+3+4+5)
	Accepted	Attended		Canceled	Closed		Prerequisite Not Met				
17. Effects of Separation and Loss on Attachment	402	378	24	48	3	22	0			475	
18. Family-Centered Practice Foundation in Family Preservation Programs	27	19	8	4	0	0	0			31	
19. Family-Centered Practice in Family Preservation Programs	*14	8	5	4	0	0	0			18	
20. Financial and Legal Aspects of Adoption	71	66	5	18	0	0	0			89	
21. Foster Family Home Licensing in Child Welfare Services	*48	35	4	7	0	0	0			55	
22. Fostering and Adopting the Child Who Has Been Sexually Abused	26	22	4	6	0	0	0			32	
23. Helping Youth Reach Self-sufficiency (Foster Parent Training)	1	1	0	0	0	0	0			1	
24. In the Best Interesting of the Child: Making Most of Visitation	*125	103	16	20	7	2	0			154	
25. Intake in Child Welfare Services	*56	46	2	11	0	0	3			70	
26. Intro to Child Sexual Abuse	139	127	12	28	2	0	0			169	
27. Introduction to Substance Abuse for Child Welfare Services	*92	78	6	18		1	0			111	
28. Introduction to Supervision for Child Welfare Services	57	56	1	21	0	0	0			78	
29. Investigative Assessments in Child Welfare Services	127	120	7	46	1	0	0			174	
30. Legal Aspects of Child Welfare in North Carolina	*422	348	26	67	47	0	0			536	
31. Maintaining Connections-Using The Life Book As A Tool	*35	29	1	4	0	0	0			39	
32. Medical Aspects of Child Abuse & Neglect for Non-Medical Professionals	399	366	33	83	23	0	0			505	

**Table 2 (Continued): Total Registrants from County DSS's by Curriculum
During 2001**

Training	1 Accepted	Attended	No Show	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
33. Model Approach (MAPP/GPS)	96	88	8	19	0	0	0	115
34. Money Matters: Foster Care Funding Basics	*94	56	1	17	1	0	0	112
35. Motivating Staff	*31	24	0	18	2	0	0	51
36. Multiethnic Placement Act- Interethnic Adoption Provisions (MEPA/IEP): It's the Law	*58	47	6	6	0	0	0	64
37. Placement in Child Welfare Services	77	71	6	22	0	0	0	99
38. Preparing Children for Adoptions	*37	26	6	5	0	0	0	42
39. Recruitment and Retention Strategies: Measure Twice, Cut Once	7	6	1	1	0	0	0	8
40. Results Oriented Leadership	9	7	2	8	0	0	1	18
41. Risk Assessment: The Connector to Family Services Case Plans	*25	17	3	6	0	0	0	31
42. Say What? How to Communicate with Youths!	12	11	1	2	0	0	0	14
43. Supervisor as Teacher	17	17	0	6	7	2	0	32
44. Taking the Next Steps	0	0	0	0	0	0	0	0
45. The Emotional Aspects of Termination Parental Rights - TPR	*94	74	11	14	0	63	0	171
46. Trainer Skills Development	7	7	0	2	0	0	0	9
47. True Colors	48	47	1	7	0	0	0	55
TOTAL	*4175	3718	284	802	104	176	5	5262

* Includes registrations for training events that were cancelled

Table 3: Total Registrants from Other Agencies by Curriculum During 2001

Training	1 Accepted	Attended	No Show	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
1. Adolescent Independent Living 101	23	22	1	13	0	0	0	36
2. Adolescent Independent Living Group Work	7	7	0	10	1	0	0	18
3. Adoptions Supports-The Path to Permanence	3	2	1	1	0	0	0	4
4. Adoptions in Child Welfare Services	19	16	3	4	0	0	0	23
5. Adult Mental Health Issues which Impact Families Served by Child Welfare	1	1	0	1	0	0	0	2
6. Advanced Intervention Strategies for Family Preservation	9	8	1	0	0	0	0	9
7. An Overview of the MAPP/GPS	17	12	5	3			0	20
8. Case Planning and Management in Child Welfare Services	*3	2	0	4	0	0	0	7
9. Child Development in Families at Risk	14	13	1	3	1	2	0	20
10. Child Welfare in North Carolina, Weeks I, II, and III	17	17	0	4	0	0	2	23
11. Child Welfare Services in NC for BSW Students	25	25	0	0	0	0	0	25
12. Child Welfare Services in NC for MSW Students	33	33	0	0	0	0	0	33
13. Conflict Management for Supervisors	*6	5	0	1	0	0	0	7
14. Connecting With Families: Family Support in Practice	*43	35	6	7	0	0	0	50
15. Deciding Together	2	2	0				0	2
16. Domestic Violence, An Overview	6	3	3	5	1		0	12
17. Effects of Separation and Loss on Attachment	15	15	0	10	1	3	0	29

Table 3 (Continued): Total Registrants from Other Agencies by Curriculum During 2001

Training	1 Accepted	Attended	No Show	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
18. Family-Centered Practice Foundation in Family Preservation Programs	70	64	6	10	0	0	0	80
19. Family-Centered Practice in Family Preservation Programs	*74	66	6	16	0	0	0	90
20. Financial and Legal Aspects of Adoption	15	15	0	4	0	0	0	19
21. Foster Family Home Licensing in Child Welfare Services	*11	9	0	1	0	0	0	12
22. Fostering and Adopting the Child Who Has Been Sexually Abused	6	6	0	1	0	0	0	7
23. Helping Youth Reach Self-sufficiency (Foster Parent Training)	25	24	1	5	0	0	0	30
24. In the Best Interesting of the Child: Making Most of Visitation	7	5	2	0	1	0	0	8
25. Intake in Child Welfare Services	3	3	0	1	0	0	0	4
26. Introduction to Child Sexual Abuse	9	9	0	1	0	1	0	11
27. Introduction to Substance Abuse	5	3	2	3	0	0	0	8
28. Introduction to Supervision for Child Welfare Services	7	7	0	0	0	0	0	7
29. Investigative Assessments in Child Welfare Services	3	2	1	0	0	0	0	3
30. Legal Aspects of Child Welfare in North Carolina	14	12	2	0	0	0	0	14
31. Maintaining Connections-Using The Life Book As A Tool	*16	11	4	10	0	0	0	26
32. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals	11	11	0	0	0	0	0	11
33. Model Approach (MAPP/GPS)	58	49	9	6	1	0	0	65

Table 3 (Continued): Total Registrants from Other Agencies by Curriculum During 2001

Training	1 Accepted	Attended	No Show	2 Canceled	3 Wait List	4 Closed	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
34. Money Matters: Foster Care Funding Basics	*68	53	1	10		0	0	78
35. Motivating Staff	3	3	0	2	0	0	0	5
36. Multiethnic Placement Act- Interethnic Adoption Provisions (MEPA/IEP): It's the Law	9	9	0	4	0	0	0	13
37. Placement in Child Welfare Services	6	6	0	2	0	0	0	8
38. Preparing Children for Adoptions	*1	0	0	1	0	0	0	2
39. Recruitment and Retention Strategies: Measure Twice, Cut Once	1	1	0	2	0	0	0	3
40. Results Oriented Leadership	0	0	0	0	0	0	0	0
41. Risk Assessment: The Connector to Family Services Case Plans	3	2	1	4	0	0	0	7
42. Say What? How to Communicate with Youths!	111	106	5	4	0	0	0	115
43. Supervisor as Teacher	0	0	0	0	0	0	0	0
44. Taking the Next Steps	5	5	0	0	0	0	0	5
45. The Emotional Aspects of Termination Parental Rights - TPR	5	3	2	0	0	1	0	6
46. Trainer Skills Development	8	8	0	1	0	0	0	9
47. True Colors	12	9	3	5	0	0	0	17
TOTAL	809*	719	66	159	6	7	2	983

* Includes registrations for training events that were cancelled.

Table 4: Total Number of Registrants by NC County Department of Social Services During 2001

COUNTY DSS	NUMBER OF REGISTRANTS														Pre-requisite not met
	OVERALL REGISTERED	ATTENDED		NO SHOW	REGISTRANT CANCELED	WAITING LIST	REGISTRATION CLOSED	EVENT NOT HELD							
1. Alamance	52	31	60%			14	26%	2	4%				5	10%	
2. Alexander	24	13	54%	2	8%	4	17%			2	8%		3	13%	
3. Alleghany	5	3	60%			2	40%								
4. Anson	8	7	88%			1	12%								
5. Ashe	19	9	47%			6	32%			3	16%		1	5%	
6. Avery	8	8	100%												
7. Beaufort	47	33	70%			7	15%	2	4%	5	11%				
8. Bertie	7	6	86%							1	14%				
9. Bladen	52	30	58%	5	10%	8	15%						9	17%	
10. Brunswick	16	11	69%	1	6%	4	25%								
11. Buncombe	177	117	66%	13	7%	20	11%	1	1%	10	6%		16	9%	
12. Burke	75	52	69%	4	5%	10	13%	1	2%	1	2%		7	9%	
13. Cabarrus	131	81	62%	12	9%	16	12%	13	10%	8	6%		1	1%	
14. Caldwell	50	26	52%	5	10%	12	24%	4	8%				3	6%	
15. Camden	3	3	100%												
16. Carteret	42	33	79%	3	7%	3	7%			2	5%		1	2%	
17. Caswell	40	28	70%			9	23%	1	3%						2
18. Catawba	159	123	77%	2	1%	19	12%	11	7%				4	3%	
19. Chatham	15	10	67%			4	27%						1	6%	
20. Cherokee	18	14	78%			4	22%								
21. Chowan	6	5	83%			1	17%								
22. Clay	10	8	80%			1	10%	1	10%						

Table 4 (Continued): Total Number of Registrants by NC County Department of Social Services During 2001

COUNTY DSS	NUMBER OF REGISTRANTS														Pre-requisite not met
	OVERALL REGISTERED	ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD			
23. Cleveland	92	57	62%	5	5%	18	20%	5	5%	1	1%	6	7%		
24. Columbus	10	4	40%			6	60%								
25. Craven	81	56	69%	5	6%	9	11%	2	2%	6	7%	2	2%	1	
26. Cumberland	262	184	70%	19	7%	45	17%	4	2%	5	2%	5	2%		
27. Currituck	3	3	100%												
28. Dare	12	10	84%			1	8%			1	8%				
29. Davidson	87	60	69%	4	5%	14	16%	1	1%	5	6%	3	3%		
30. Davie	6	3	50%			3	50%								
31. Duplin	62	52	85%			4	6%			2	3%	4	6%		
32. Durham	121	82	68%	7	6%	19	15%	1	1%	8	7%	4	3%		
33. Edgecombe	64	47	74%	5	8%	6	9%			6	9%				
34. Forsyth	150	112	75%	7	5%	19	12%	1	1%	9	6%	2	1%		
35. Franklin	24	17	71%	1	4%	6	25%								
36. Gaston	173	143	83%	7	4%	17	10%			2	1%	4	2%		
37. Gates	12	6	50%	2	17%	2	17%			1	8%	1	8%		
38. Graham	3	2	67%									1	33%		
39. Granville	14	11	79%	1	7%	2	14%								
40. Greene	30	20	67%	2	7%	6	20%			1	3%	1	3%		
41. Guilford	180	128	71%	17	9%	22	12%	11	6%	1	1%	1	1%		
42. Halifax	24	16	67%	3	12%	5	21%								
43. Harnett	94	77	82%	2	2%	12	13%	1	1%			2	2%		
44. Haywood	40	27	67%	3	8%	5	12%			2	5%	3	8%		
45. Henderson	67	54	81%	2	3%	5	7%					6	9%		
46. Hertford	9	7	78%	1	11%	1	11%								

Table 4 (Continued): Total Number of Registrants by NC County Department of Social Services During 2001

COUNTY DSS	NUMBER OF REGISTRANTS													Pre-requisite not met
	OVERALL REGISTERED	ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD		
47. Hoke	14	10	71%	1	7%	2	14%							1
48. Hyde	24	13	54%	4	17%	4	17%			1	4%	2	8%	
49. Iredell	87	68	79%	7	8%	8	9%	3	3%	1	1%			
50. Jackson	38	27	71%	5	13%	4	11%					2	5%	
51. Johnston	37	29	79%	2	5%	6	16%							
52. Jones	15	12	80%			1	7%			2	13%			
53. Lee	27	17	63%	3	11%	4	15%			1	4%	2	7%	
54. Lenoir	17	15	88%			1	6%	1	6%					
55. Lincoln	53	37	69%	3	6%	9	17%	2	4%			2	4%	
56. Macon	18	14	78%	2	11%	2	11%							
57. Madison	13	9	69%									4	31%	
58. Martin	9	6	67%									3	33%	
59. McDowell	19	13	68%	3	16%	2	11%					1	5%	
60. Mecklenburg	226	165	73%	15	7%	36	16%	7	3%	3	1%			
61. Mitchell	14	7	51%	3	21%	3	21%					1	7%	
62. Montgomery	18	14	77%	1	6%	2	11%					1	6%	
63. Moore	45	23	51%	3	7%	18	40%					1	2%	
64. Nash	71	58	81%	4	6%	5	7%	2	3%			2	3%	
65. New Hanover	143	104	73%	1	1%	35	24%	2	1%			1	1%	
66. Northampton	18	11	61%			2	11%			5	28%			
67. Onslow	276	160	58%	18	7%	69	25%	6	2%	14	5%	9	3%	
68. Orange	64	49	76%			5	8%			9	14%	1	2%	
69. Pamlico	39	26	67%	4	10%	6	15%			1	3%	2	5%	
70. Pasquotank	43	28	65%			11	26%			4	9%			

Table 4 (Continued): Total Number of Registrants by NC County Department of Social Services During 2001

		NUMBER OF REGISTRANTS													
COUNTY DSS	OVERALL REGISTERED	ATTENDED		NO SHOW		REGISTRANT CANCELED		WAITING LIST		REGISTRATION CLOSED		EVENT NOT HELD		Pre-requisite not met	
71. Pender	7	7	100%												
72. Perquimans	5	3	60%	1	20%	1	20%								
73. Person	23	18	78%	2	9%	2	9%	1	4%						
74. Pitt	80	68	85%	1	1%	4	5%					7	9%		
75. Polk	18	10	55%	2	11%	2	11%			1	6%	3	17%		
76. Randolph	75	55	74%	7	9%	3	4%	1	1%	7	9%	2	3%		
77. Richmond	43	35	82%	1	2%	7	16%								
78. Robeson	151	113	75%	2	1%	30	20%	5	3%	1	1%				
79. Rockingham	8	8	100%												
80. Rowan	67	45	67%	2	3%	11	17%	3	5%	5	7%	1	1%		
81. Rutherford	89	68	77%	3	3%	8	9%	2	2%			8	9%		
82. Sampson	12	8	67%			4	33%								
83. Scotland	44	25	57%	7	16%	6	14%	1	2%	4	9%	1	2%		
84. Stanly	24	21	88%	1	4%	2	8%								
85. Stokes	38	25	66%	2	5%	6	16%			3	8%	2	5%		
86. Surry	64	42	66%	2	3%	20	31%								
87. Swain	13	13	100%												
88. Transylvania	33	21	64%	1	3%	9	27%			1	3%	1	3%		
89. Tyrrell	2	2	100%												
90. Union	68	61	90%	4	6%	2	3%			1	1%				
91. Vance	82	56	69%	6	7%	17	21%			2	2%	1	1%		
92. Wake	131	98	75%	7	5%	16	12%			8	6%	2	2%		
93. Warren	20	10	50%	1	5%	6	30%			2	10%	1	5%		

Table 4 (Continued): Total Number of Registrants by NC County Department of Social Services During 2001

		NUMBER OF REGISTRANTS													
COUNTY DSS	OVERALL REGISTERED	ATTENDED	NO SHOW	REGISTRANT CANCELED	WAITING LIST	REGISTRATION CLOSED	EVENT NOT HELD	Pre-requisite not met							
94. Washington	13	7	54%			2	15%			4	31%				
95. Watauga	17	10	58%	1	6%	1	6%	2	12%			3	18%		
96. Wayne	61	41	67%	1	2%	8	13%			9	15%	2	3%		
97. Wilkes	5	4	80%			1	20%								
98. Wilson	76	45	59%	7	9%	17	22%			3	4%	3	4%	1	
99. Yadkin	34	24	70%	1	3%	6	18%			2	6%	1	3%		
100. Yancey	47	31	65%	3	6%	4	9%	4	9%			5	11%		
GRAND TOTAL	5262	3718	71%	284	5%	802	15%	104	2%	176	3%	173	3%	5	

Total Number of Registrants from Other Agencies and Their Employment Type

- Total registered 983**
- Attended 719
 - No Show 66
 - Cancelled 159
 - Waiting List 6
 - Registration Closed..... 7
 - Pre-requisite not met..... 2
 - Event not Held..... 24

- Employment Type:**
- County Non-DSS.....39
 - Not Applicable (Students/Foster Parents).....219
 - Private Agencies/Business.....574
 - Private Universities/Colleges.....1
 - State Agencies/Public Universities.....150

**Table 5: Total Registrations Received and Training Events Scheduled
at the Regional Training Centers (RTCs) in 2001**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
1.	Adolescent Independent Living 101											3	89
2.	Adolescent Independent Living Group Work											1	36
3.	Adoptions Supports-The Path to Permanence					1	14						
4.	Adoptions in Child Welfare Services	2	26	2	17	1	16	2	39	2	23		
5.	Adult Mental Health Issues which Impact Families Served by Child Welfare	1	24	1	32	1	17	1	36	1	72		
6.	Advanced Intervention Strategies for Family Preservation					1	11					1	19
7.	An Overview of the MAPP/GPS											1	22
8.	Case Planning and Management in Child Welfare Services	2	30	2	34	2	23	*2	39	2	39		
9.	Child Development in Families at Risk	5	84	*4	79	2	49	4	86	6	158	1	24
10.	Child Welfare in North Carolina, Weeks I, II, and III	11	101	11	204			11	225	11	211		
11.	Child Welfare Services in NC for BSW Students											2	33
12.	Child Welfare Services in NC for MSW Students											4	38
13.	Conflict Management for Supervisors	*1	3					1	13				
14.	Connecting With Families: Family Support in Practice					1	8					*3	51
15.	Deciding Together							1	16				

Table 5 (Continued): Total Registrations Received and Training Events Scheduled at the Regional Training Centers (RTCs) in 2001

	TRAINING	ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
16.	Domestic Violence, An Overview	1	14	1	27	1	28	2	42	1	43		
17.	Effects of Separation and Loss on Attachment	5	100	4	90	4	89	3	89	5	136		
18.	Family-Centered Practice Foundation in Family Preservation Program					1	13					5	98
19.	Family-Centered Practice in Family Preservation Program					1	14					*5	94
20.	Financial and Legal Aspects of Adoption											4	108
21.	Foster Family Home Licensing in Child Welfare Services	2	12	*2	15	1	5	2	13	*2	22		
22.	Fostering and Adopting the Child Who Has Been Sexually Abused			1	10	1	15	1	14				
23.	Helping Youth Reach Self-Sufficiency (Foster Parent Training)											1	31
24.	In the Best Interest of the Child: Making Most of Visitation	1	27	1	34	1	28	1	30	*2	43		
25.	Intake in Child Welfare Services	2	14	2	7	1	6	1	12	*2	22	1	13
26.	Introduction to Child Sexual Abuse	2	35	2	47	1	13	2	54	1	31		
27.	Introduction to Substance Abuse	1	14	2	46	1	34	1	15			*1	10
28.	Introduction to Supervision for Child Welfare Services	1	20	1	32	1	17	1	16				
29.	Investigative Assessments	2	9	2	47	2	23	2	45	2	53		
30.	Legal Aspects of Child Welfare in North Carolina											*12	550

**Table 5 (Continued): Total Registrations Received and Training Events Scheduled
at the Regional Training Centers (RTCs) in 2001**

	TRAINING	ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
31.	Maintaining Connections-Using a Life Book As A Tool	1	12	1	13	1	11	*1	6	1	23		
32.	Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals											12	516
33.	Model Approach to Partnerships in Parenting (MAPP)	2	41	2	27	1	25	2	44	2	43		
34.	Money Matters: Foster Care Funding Basics	*2	20	*2	28	*2	50	2	52	*2	40		
35.	Motivating Staff			*2	34					1	22		
36.	Multiethnic Placement Act-Interethnic Adoption Provisions (MEPA-IEP) It's the Law											*5	77
37.	Placement in Child Welfare Services	2	23	2	12	2	16	2	38	2	18		
38.	Preparing Children for Adoption	*1	7			1	27	1	10				
39.	Recruitment & Retention Strategies: Measure Twice, Cut Once					1	11						
40.	Results Oriented Leadership									1	18		
41.	Risk Assessment: The Connector to Family Services Case Plans	*1	5	1	14					1	19		
42.	SAY What? How to Communicate with Youths											9	129
43.	Supervisors as Teacher							1	32				
44.	Taking the Next Step											1	5
45.	The Emotional Aspects of Termination of Parental Rights (TPR)	*2	50					2	110	1	17		

