

# **South Carolina Department of Social Services**

## **2025 – 2029 Child Welfare Services Training Plan**

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## **Introduction**

The 2025 – 2029 Child Welfare Services Training Plan is a component of the 2025 – 2029 South Carolina Child and Family Services Plan (CFSP). The plan includes staff development and training activities to support the goals and objectives of the CFSP. The training plan includes all training activities funded under titles IV-B and IV-E, as required by 45 CFR 1356.60(b)(2) and 1357.15(t).

## **Practice Model**

All training provided by the South Carolina Department of Social Services (SCDSS) are based on the SCDSS practice model, called GPS (Guiding Principles and Standards). The GPS explains the values, principles, and core skills used by staff to empower children and families to achieve the goals of safety, stability, permanency, and well-being. The GPS model serves as a road map to help practitioners arrive at desired practice model outcomes and to achieve uniform practice within the department.

## **Vision and Values**

- Respect – We treat all individual with dignity, educate them of their rights and responsibilities, and honor their values and culture.
- Excellence – Our service delivery system and practice is based on our desire to achieve high performance, meet outcomes, and ensure accountability.
- Community Invested – SCDSS relies on formal and informal supports throughout each community to promote the prevention of child abuse and neglect and promote child and family well-being and lifelong connections.
- Accountability – When our decisions and actions are transparent and data is utilized to improve our practice, positive outcomes for children and families are achieved.

## **Guiding Principles**

- Family-Centered
- Trauma-Informed
- Individualized and Strengths-Based
- Culturally Responsive

## **Core Practice Skills**

- Engagement
- Teaming
- Functional Assessment
- Planning
- Intervening
- Tracking and Adapting

Please see appendix 1 for the full GPS Practice Model.

## SCDSS Initial In-Service Training Program

SCDSS launched the Child Welfare Academy (CWA) pre-service certification training for new case managers and team leaders in August 2021. This was a 2-year collaborative project with training partners at the University of South Carolina's Center for Child and Family Studies and Affinita Consulting, focusing on reimagining child welfare certification. The core objectives of this program are:

- Augmenting casework readiness and enhancing the transfer of knowledge to new case managers.
- Bolstering support from peers and team leaders from the outset.
- Curtailing staff attrition and ensuring retention.

Initial in-service training is divided into 4 units. An overview of the topics covered in each unit is included below:

- **Unit 1 - Introduction to GPS Skills**
  - SCDSS mission, values, GPS practice model review
  - AWAKEN training
    - Bias and case management
    - Critical thinking
    - Engagement strategies
  - Initial contact
    - Engaging with the GPS guiding principles
  - Trauma-informed practice
    - Signs of trauma
    - Engaging with children who have experienced trauma
    - Intro to secondary trauma
  - Intro to assessment
    - Environmental risks and safety threats
    - Intro to physical abuse
  - Engaging with families
    - Confidentiality
    - Engagement practice with parents
    - Creating a safety plan
  - Basic assessment
    - Steps to an investigation
    - Safety threshold
    - Assessing family strengths
    - Maltreatment types and typologies
  - Introduction to family intervention
    - Assessing family needs
    - Case determinations
    - Ways to intervene
    - Choosing the right services
    - Involving fathers
  - Basic planning and tracking
    - Genogram and eco-map
    - Safety plan vs. family preservation planning
- **Unit 2 – Increasing GPS Skills**

- Intake
  - How to read and respond to intake reports
  - What reports are accepted, what are screened out
- Interviewing
  - Structuring an interview
  - Asking good questions
  - Using and interpreting body language
  - Setting the interviewing stage
- CAPSS
  - Navigating CAPSS
- Documentation
  - Why is it important
  - What to document and when
- Assessment
  - Assessing cases with sexual abuse, domestic violence, substance use disorder
  - Complex thinking with maltreatment types and typologies, safety threats and risks
- Family teams
  - What are teams and why are they important
  - Facilitation skills
- Court
  - Basic responsibilities
  - Reasonable efforts
- Intervention
  - Resistant clients
  - Intervening in trauma-informed, culturally responsive ways
  - Assessing service options
  - Working with community-based services
- Long-term planning and adapting
  - Kinship care
  - Intro to foster care and adoption
  - Case closure
- **Unit 3 – Advancing GPS Skills**
  - Advanced initial contact
    - Dealing with hostile clients
    - Case manager safety threats
  - Advanced interviewing
    - Structuring an interview
    - Asking good questions
    - Using and interpreting body language
    - Setting the interviewing stage
  - Advanced CAPSS
    - Entering documentation into CAPSS
  - Advanced documentation
    - Documenting complex scenarios
    - Overcoming obstacles to documentation, including unexpected delays

- Advanced assessment
  - Use assessment tools to make complex risk/safety decisions
- Advanced family teams
- Advanced family permanency planning
  - Writing family permanency plans
  - Matching strengths and needs to services after previous failed attempts
  - Monitoring of safety plan
- Emergency protective custody
  - Preparation for EPC
  - Legal and court procedures
  - Handling conflict and de-escalation during EPC
  - Teaming after an EPC
  - Kinship placements
  - Visitation
- Advanced trauma and secondary trauma
  - Centering trauma in case practice
  - GPS guiding principles
  - Self-care techniques
- Advanced planning and tracking
  - Monitoring safety plans
  - Revising and adapting safety plans
  - Tracking progress
- **Unit 4 – Ongoing GPS Skills**
  - Advanced placements
    - Placement rules and laws
    - Foster care and adoption
  - Out of home abuse and neglect (OHAN)
    - When does OHAN become involved?
    - Special considerations and issues
  - Permanency planning
    - Reunification
    - Long-term permanency options
    - Consequences of a lack of permanency
  - Youth in transition
    - Case manager responsibilities to youth transitioning out of foster care
    - Issues faced by youth in transition
  - Advanced case closure and client return
    - Recurring families in child welfare
    - Difficult to close cases
  - AWAKEN review and debrief
    - Application of AWAKEN beyond training
  - Self-assessment
    - Chart skill and knowledge growth
    - Identify gaps
    - Transition from training to practice

CWA takes place over 11 weeks and is based on experiential learning with a focus on the GPS practice model (see page 3 for more details). Courses within CWA are designed for newly hired case managers, and existing staff who are seeking to increase their knowledge and skills. New case managers learn by doing, reflecting on what they have learned, and then learning the next level of casework practice skills. The training consists of 18 days of instructor-led training in a virtual classroom setting, and a 28 day on the job training (OJT) competent that requires support from the learning support team. The learning support team consists of the team leader, a co-worker designated as a peer support person, the performance coach, and as needed, support from the trainer.

During OJT, learners will observe critical job tasks in the field, reinforce and advance the learning accomplished during Instructor Led Training (ILT), practice important case manager skills, and get to know the day-to-day operations of the county office. OJT comprises shadowing activities into clients' homes with learner peer support person or host coworker while gradually taking on more casework responsibilities. This training also includes many opportunities for learners to work with their peers where they will learn from each other and begin pulling them into their network of support.

After completing all requirements of both the ILT and OJT, learners have a final assessment. The final assessment is a skill demonstration for the new case manager in their prospective program area of contact with a family, including at least one child and caregiver. This contact is observed and scored by the team leader and peer support person utilizing debriefing and feedback tools with a completed rubric. Learners with a score of 85% and higher are deemed "Ready" to move on to Phase II Post-Service Training and to receive half of their caseload.

Following pre-service certification training completion, new hires move into post-service training. During post-service training, courses are offered to build upon the knowledge and skills gleaned through pre-service training, with a more intensive and specific focus. Ongoing in-service training is provided to ensure the child welfare workforce remains knowledgeable and up to date on child welfare practices to provide quality services to children and families.

### Child Welfare Professional Advancement Pathway

The Child Welfare Professional Advancement Pathway was developed as part of the larger plan to increase salaries and increase retention of SCDSS Child Welfare employees. The Child Welfare Professional Advancement Pathway provides existing SCDSS Child Welfare staff with opportunities for professional growth and advancement. This process is based upon performance and practice evaluation and includes:

- Competency self-assessment: A self-assessment of the 10 baseline competencies to evaluate the individual's self-rated comprehension and application.
- Competency assessment (completed by the individual's supervisor): This assessment is completed by the individual's supervisor and are an evaluation of the individual's comprehension and application of the competencies in their performance and practice.
- Field observation: The field assessment serves as an assessment of the individual's performance, practice, and the utilization of the GPS Practice Model Core Practice Skills in the field while working with children, families, colleagues and/or external stakeholders.
- Case review: The case review is an assessment of the quality of the individual's documentation of a specific case management or supervisory activity within a case record.

- Data analysis: Each child welfare program area established quantitative data indicators specific to the job tasks of the eligible positions. The data analysis is a review of the data indicators over the last 6 months. The expectation is that the individual will be meeting or exceeding the data indicators consistently for their acquired level and will be supplemental to the overall evaluation process.
- Completion of required trainings: The individual must have completed the required trainings for their level as well as obtained and maintained the required certifications for their program area.

The pathway consists of 4 level series (trainee, level 1, level 2, level 3) and applies to all individuals in eligible SCDSS Child Welfare positions as detailed by the salary plan. These positions include case managers and supervisors in investigations, family preservation, foster care, and adoptions. It also includes specific positions in the Child Welfare Services Safety division, Family and Community Services, and the Office of Permanency Management.

As a part of the pathway Child Welfare competencies were developed, which serve as the foundation for hiring and retaining staff in eligible Child Welfare positions. There are 10 baseline competencies and 4 additional competencies for those in supervisor positions. The 10 baseline competencies include:

- Sense of mission and motivation
- Communication
- Adaptability
- Decision-making and problem-solving
- Collaboration and teaming
- Conflict management
- Planning and organizing
- Professional development
- Cultural responsiveness
- Coaching

The additional 4 competencies for those in supervisory positions include:

- Guiding and developing staff
- Strategic focus
- Trauma-informed practice
- Team leadership

## **SCDSS Staff Training Activities**

The trainings provided in the below tables include those conducted by SCDSS Staff Development and Training trainers, as well as those contracted with other entities.



**Training Activities Conducted by SCDSS Staff Development and Training Staff**

<b>Training Title</b>	<b>Brief Description</b>	<b>Setting</b>	<b>Duration</b>	<b>Training Provider</b>	<b>Approximate # of hours</b>	<b>Audience</b>	<b>IV-E administrative function(s)*</b>
<p>*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.</p>							
Child Welfare Pre-Service Certification	This course is a part of the Child Welfare Academy Pre-service Certification training program. Participants will learn the foundations of child welfare and receive an orientation to SCDSS mission, values, practice model, and skills. The training consists of 4 units: Unit 1 - Introduction to GPS Skills Unit 2 - Increasing GPS Skills Unit 3 - Advancing GPS Skills Unit 4 - Ongoing GPS Skills	Virtual instructor-led and on-the-job training (in-field)	Short-Term	SCDSS Staff Development and Training	11 weeks	Newly hired Child Welfare Services case managers	Referral to services, preparation for and participation in judicial determinations, placement of the child, development of the case plan, case management and supervision, social work practice, cultural competency related to children and families, child abuse and neglect issues, permanency planning, communication skills, assessments to determine whether a situation requires a child's removal from the home
Integrating Adolescent Brain Development into Child Welfare Practice with Older Youth	Integrating Adolescent Brain Development into Child Welfare Practice with Older Youth is a curriculum that has been created by the National Association of Social Workers (NASW) for training child welfare workers. NASW received support from the Annie E. Casey Foundation to develop this curriculum as	Virtual Instructor-Led	Short-Term	SCDSS Staff Development and Training	12 hours	Child Welfare Services staff	Effects of separation, grief and loss, child development, and visitation, child abuse and neglect issues, social work practice

	<p>part of that Foundation's Jim Casey Youth Opportunities Initiative's commitment to "Train and equip practitioners to understand the role of trauma and racism, and employ effective practices to help young people understand their experiences and develop effective strategies for healing and growth. "The curriculum was developed for in-service training of child welfare workers, after workers have received their core or pre-service training. However, agencies may find that some of the content in the modules might be applicable for infusion into their core training. This might be especially true for agencies that specifically serve older youth in foster care or youth who are transitioning from foster care. Social work educators might also use this curriculum to enhance courses on child welfare practice, working with adolescents, or in human behavior and the social environment (HBSE) courses.</p>						
<p>AWAKEN: Practice for Conscious Decision Making for Case Managers</p>	<p>AWAKEN is a value-based framework that provides actionable steps that take us from automatic, bias-based thinking and reactions to intentional decisions and behaviors that strengthen connections and shared understanding. It</p>	<p>Virtual Instructor-led</p>	<p>Short-Term</p>	<p>SCDSS Staff Development and Training</p>	<p>4 hours</p>	<p>Child Welfare Services staff</p>	<p>Cultural competency related to children and families, communication skills required to work with children and families, social work practice, communication skills</p>

and Team Leaders	uncovers bias in ourselves and our systems and provides organizations with a way to mindfully organize as individuals, teams, and organizations to co-conspire against biases that are harmful and awakens the critical consciousness needed to make better decisions. Participants will learn strategies to identify cognitive biases within the child welfare system, the organization they work in, the teams they work, with and within themselves. They will build skills to increase their understating by gaining perspectives and collaborating toward conscious decisions.						
Level 2 Child and Family Team Meetings Training	This two-day GPS Enhanced Child and Family Team Meeting Facilitator Training was developed with the expertise from Chapin Hall to address the core Practice Profile of Teaming in the agency's GPS Practice Model. Within the GPS-enhanced CFTM, a DSS-employed, independent facilitator who assists the case manager in the preparation and facilitation of specific CFTMs. Through their facilitation, the CFTM facilitator will model and enhance the case manager's engagement and facilitation skills with families so that they can conduct ongoing	Virtual Instructor-led	Short-Term	SCDSS Staff Development and Training	14 hours	Child Welfare Services staff	Case management and supervision, development of the case plan, permanency planning, communication skills required to work with children and families, activities designed to preserve, strengthen, and reunify the family

	CFTMs. By utilizing the GPS-enhanced CFTM, DSS hopes to build the skills of the workforce to bolster the youth and family's involvement in their planning and decision-making and improve the child and family's outcomes related to safety, permanency and well-being.						
Child Welfare Documentation for Case Managers	This training has been developed to refine documentation skills and prepare staff to coach case managers to write quality documentation. This (1) one-day training focuses on documentation skills practice. Learners apply knowledge regarding what to include in documentation, writing objectively and descriptively, avoiding buzzwords. Learners complete practice activities using Quality Matters vignettes and receive immediate feedback for improvement. Learners use a documentation job aid to check documentation for thoroughness and completeness.	Virtual instructor-led	Short-Term	SCDSS Staff Development and Training	6 hours	Child Welfare Services staff	Case management and supervision
FAST/CANS Training Series: FAST/CANS Items Overview	FAST (Family Advocacy and Support Tool) is a tool to support interventions directed toward assisting families. This tool will be used during Investigations cases and Family Preservation Services cases where the families we are serving retain custody of the children. CANS (Child an	Virtual instructor-led	Short-Term	SCDSS Staff Development and Training	4 hours	Child Welfare Services staff	Assessments to determine whether a situation requires a child's removal from the home

	Adolescent Needs and Strengths) is a set of tools to support child and youth specific interventions. This tool will be used during cases in which DSS has custody of the children.						
FAST/CANS Refresher Training for Certified Staff Only	The purpose of this training class is to reinforce and refresh learning surrounding the 6 Key principles of TCOM and both FAST and CANS Assessment Tools as it relates to engaging families and rating items.	Virtual instructor-led	Short-Term	SCDSS Staff Development and Training	3 hours	Child Welfare Services staff	Assessments to determine whether a situation requires a child's removal from the home
FAST/CANS Training Series Case Planning and the Family Permanency Plan	This training will combine the functional assessment of children and families and utilizing this information to inform the Family Permanency Plan. This course is for case managers and supervisors	Virtual instructor-led	Short-Term	SCDSS Staff Development and Training	3 hours	Child Welfare Services staff	Assessments to determine whether a situation requires a child's removal from the home, referral to services, development of the case plan, permanency planning, activities designed to preserve, strengthen, and reunify the family
FAST/CANS Certification	The purpose of this training is to ensure that all Child Welfare Staff understand the principles of TCOM, how to identify Needs and Strengths thru certification.	Virtual instructor-led	Short-Term	SCDSS Staff Development and Training	4 hours	Child Welfare Services staff	Assessments to determine whether a situation requires a child's removal from the home
Active Shooter Training	This course consists of SLED Active Shooter Training and SLED Drug Awareness.	Virtual instructor-led	Short-Term	SCDSS Staff Development and Training	1 hour	Child Welfare Services staff	
Health Care Oversight and Psychotropic Medications Training	Provide Education to Child Welfare staff on how to oversee and meet health care needs for children in care and to monitor and/or provide informed decisions and consent as to appropriate use of	Virtual instructor-led	Short-Term	SCDSS Staff Development and Training	3.5 hours	Child Welfare Services staff	Case management and supervision

Series Parts 1 and 2	psychotropic medications for children in care so to promote safe and effective use of these medications.						
Adaptive Leadership for Systems Change in Child Welfare	Using leadership and change management skills to improve the effectiveness of a wide variety of SC leaders in human services. Lay the groundwork for change leadership (adaptive leadership) based on the Georgetown University Leadership Academy. Utilizes customized materials and approach for executive level training focusing on leading change and the application of the leadership challenge framework through a case consultation model.	Virtual Instructor-Led	Short-Term	SCDSS Staff Development and Training	19.5 hours	Child Welfare Services staff	Case management and supervision
Coach Approach to Adaptive Leadership	Leadership Coaching is a powerful tool for improving leadership, supervision and practice in human services. This leadership coaching workshop introduces leaders, administrators, supervisors, managers and program staff to the leadership coaching mindset and skillset. The workshop provides skill-based practice so that participants experience leadership coaching and being coached on real issues that will enhance leadership and workforce effectiveness. In addition to good management skills, this course will focus on the adaptive leadership skills of aligning actions to values	Combination virtual instructor-led and classroom	Short-Term	SCDSS Staff Development and Training	14 hours	Child Welfare Services staff	Case management and supervision

	and reset and will build the critical thinking skills needed to support change and innovation in systems of care. Participants will come to the workshop with real challenges. Even number of participants are needed.						
Team Leadership Core Module 6	The purpose of Team Leadership Module 6 is to provide participants with the necessary skills and knowledge to effectively manage their time and resources, support and enhance their team's commitment and competence, and utilize coaching methods to help their team learn new skills. Module 6 aims to equip leaders with the tools to prioritize their tasks and responsibilities, avoid purposeless activities, and make progress towards important goals. This module has been designed to provide participants with a comprehensive understanding of organizational and time management methods that will enable them to balance multiple priorities effectively. Through understanding the factors of urgency and importance, participants are afforded an opportunity to learn how to handle immediate challenges while also engaging in proactive planning and problem-solving.	Classroom	Short-Term	SCDSS Staff Development and Training	7.5 hours	Child Welfare Services staff	Case management and supervision

DSS / LE Joint Training	Training between DSS and LE to improve understanding of either's role, cooperation between the two agencies, and how to best support each other. The training should cover the EPC process - what it is, what it means, how EPC and Ex Parte differ, making a report of abuse/neglect through the HUB and why this is important, why DSS needs LE at IC at times, overview of a CPS investigation/case.	Classroom	Short-Term	SCDSS Staff Development and Training	4 hours	Child Welfare Services staff	Placement of the child, child abuse and neglect issues, case management practice
Quality Assurance Reviewer Training	These modules introduce you to the basics of being a Quality Assurance Reviewer and the Child and Family Services Review instrument. This is the instrument used in Quality Assurance (QA) reviews at the SC Department of Social Services.	Combination virtual instructor-led and classroom	Short-Term	SCDSS Staff Development and Training	6 hours	Child Welfare Services staff	Case reviews
Therapeutic Crisis Intervention (TCI)	TCI presents a trauma-informed crisis prevention and intervention model designed to help staff prevent potential crises, deescalate crises when they occur, and assist children to learn adaptive ways to handle feelings of frustration, failure, anger, and hurt. TCI training provides immediate emotional and environmental support in a way that reduces the stress and risk and teaches better, more effective ways to deal with stress or painful feelings. The TCI systems helps organizations prevent crises, deescalate potential crises,	Classroom	Short-Term	SCDSS Staff Development and Training	21 hours	Child Welfare Services staff	Social work practice, child abuse and neglect issues, communication skills required to work with children and families



	teach children adaption coping skills, and development a learning organization.						
Trauma 101 & Trauma-Informed Child Welfare Combination Training	The Child Welfare Trauma Training Toolkit - CWTTT (3rd ed.) was developed under the notion that all segments of the workforce, whether it be leadership, case-carrying social workers, administrative support staff, or even building security, can benefit from foundational trauma knowledge. As such, both the Trauma 101 curriculum and Trauma-Informed Child Welfare 101 curriculum are intended for a wide audience with the goal of having mixed representation of various roles and responsibilities. Trauma 101 training is for all segments of the SCDSS workforce that focuses on understanding the types of trauma and their impact on those who experience it; how trauma intersects with safety, permanency, and well-being; and the critical role of resilience in helping children, youth, and families heal. Trauma-Informed Child Welfare 101 training is for all segments of the child welfare workforce and provides a foundational overview of the definition and The Essential Elements of a Trauma-Informed Child Welfare System.	Combination virtual instructor-led and classroom	Short-Term	SCDSS Staff Development and Training	8 hours	Child Welfare Services staff	Social work practice, child abuse and neglect issues, effects of separation, grief and loss, child development, and visitation, communication skills required to work with children and families, activities designed to preserve, strengthen, and reunify the family

Trauma-Informed Child Welfare for Team Leaders	An in-depth focus on the Essential Elements of a TICW System with a focus on learning concrete trauma informed strategies. The goal is for supervisors to increase their trauma informed skills as well as to support their case managers. The learning is supported by a series of consultation calls.	Combination virtual instructor-led and classroom	Short-Term	SCDSS Staff Development and Training	8 hours	Child Welfare Services staff	Social work practice, child abuse and neglect issues, effects of separation, grief and loss, child development, and visitation, communication skills required to work with children and families, activities designed to preserve, strengthen, and reunify the family, case management and supervision
Understanding Adverse Childhood Experiences (ACEs)	The purpose of the Understanding the Health and Social Impact of Adverse Childhood Experiences training is to promote an understanding of how developmental adversity affects health and well-being throughout the life course at an intermediate level. The content of the training was developed by ACE Interface® and includes the biology of adversity including neuroscience and epigenetics, the original ACE study, the impact of ACEs on individuals and communities, and prevention and resiliency.	Combination virtual instructor-led and classroom	Short-Term	SCDSS Staff Development and Training	4 hours	Child Welfare Services staff	Child abuse and neglect issues, effects of separation, grief and loss, child development, and visitation, social work practice
Core Team Leader Training Module 1	The aim of Team Leadership Module 1 is to provide Child Welfare Operations personnel in leadership positions across all program areas with a foundational level of awareness, knowledge and skills related to the roles and responsibilities of child welfare leadership. This	Combination virtual instructor-led and classroom	Short-Term	SCDSS Staff Development and Training	7.5 hours	Child Welfare Services staff	Case management and supervision

	module provides an overview of SCDSS Child Welfare Competencies for leadership and frontline teams and affords opportunities to explore strategies to assess and develop highly competent teams. In this module, participants are introduced to the importance of vision, mission, values, and strategy in achieving child welfare purpose.						
Core Team Leader Training Module 2	The aim of this module is for supervisors and managers to function effectively within the structure of the child welfare organization, through understanding the concept of the organization as a system. This module will provide the opportunity for learning how to define organizational mission and outcomes that are consistent with the Adoption and Safe Families Act and Guiding Principles and Standards Practice Model that supports Continuous Quality Improvement (CQI), how to develop and arrange systems to organize and monitor work activities of the unit and staff members to achieve identified outcomes, and how to implement necessary change within the unit.	Combination virtual instructor-led and classroom	Short-Term	SCDSS Staff Development and Training	6 hours	Child Welfare Services staff	Case management and supervision
Core Team Leader Training Module 3	This module is designed to enable participants to understand how their professional roles contribute to agency effectiveness	Combination virtual instructor-led and	Short-Term	SCDSS Staff Development and Training	6 hours	Child Welfare Services staff	Case management and supervision

	using data benchmarking and indicators to inform decision-making and direct improvement efforts using the Continuous Quality Improvement (CQI) process.	classroom					
Core Team Leader Training Module 4	Module 4 of the Team Leadership Certification program is designed to provide child welfare leaders with foundational skills and strategies for developing and leading highly productive teams. This module is intended to equip leaders with useful information, strategies, and resources to foster a workplace culture of continuous improvement and professional growth. Through the module, participants will learn about the extent of leadership's impact on decision-making and behavior, the key elements of performance management, and how to optimize efficiency and productivity in performance improvement initiatives. Small group activities enhance participant engagement and facilitate the transfer of knowledge and skills into practice by considering the current performance needs of their teams.	Combination virtual instructor-led and classroom	Short-Term	SCDSS Staff Development and Training	6 hours	Child Welfare Services staff	Case management and supervision
Team Leadership Core Module 5: Human Resources	This course is a part of the Team Leadership Certification Training Program and is conducted by Human Resources. The focus of this module is to	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	6 hours	Child Welfare Services staff	Case management and supervision

and Employee Relations	deepen Team Leaders and managers abilities in developing and facilitating EPMS reviews, comprehending the progressive discipline policy and processes, understanding FMLA, and other HR policies relevant to performance management						
John H. Chafee Foster Care Program for Successful Transition to Adulthood	This course is designed to provide instructional guidance on how to properly engage with foster care youth ages 14 and older and ensure youth receive supporting resources to successfully transition into adulthood. After participating in this training, case managers will be able to: Describe the purpose and responsibilities of the program, effectively determine eligibility for foster care children and the best direction for application and Assist foster care youth in successful transition from care into adulthood.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	2 hours	Child Welfare Services staff	Permanency planning, independent living
An Introduction to the Child and Adult Information Portal (CAIP)	The Child and Adult Information Portal (CAIP) is a new system which aims to improve outcomes for children in foster care through effective design and implementation of information technology. This training will provide an overview of CAIP system capabilities. Through examples, explanations and assessments, users will better understand how information about children in	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	2 hours	Child Welfare Services staff	Case management and supervision

	<p>foster care will be entered, including: basic system navigation, basic child information, visitation information, health information, education information, award/achievement information, family/adult/community connections, special interests, events and uploading files. Users will also learn how information entered into this system by foster care providers will connect with the existing DSS CAPSS system.</p>						
<p>CAPSS 101 for Child Welfare</p>	<p>The purpose of the CAPSS 101 training for Child Welfare is to provide new child welfare professionals with an overview of the Child Adult &amp; Protective Services System (CAPSS). This training will serve as an introduction to CAPSS and consists of 9 modules and an exam. Whether an employee is hired as a CPS case manager, supervisor, program coordinator or performance coach, it's important that all child welfare staff gain an understanding of CAPSS purpose, authorized users, confidentiality and benefits. 100% of the information observed and documented by child welfare professionals are documented and stored into CAPSS, gaining an understanding of the</p>	<p>SCDSS learning management system (online)</p>	<p>Short-Term</p>	<p>SCDSS Staff Development and Training</p>	<p>2 hours</p>	<p>Child Welfare Services staff</p>	<p>Case management and supervision</p>

	different screens and unique features/tools available in CAPSS will aid new professionals as they become proficient and confident in the use of CAPSS.						
CAPSS: Visitation User Instructions - Visitation Tab	This training provides instructions for CAPSS users for capturing information as it relates to Family Visitation between children in Foster Care and their parents and siblings. It will emphasize the capturing of the Visitation documentation in CAPSS as necessary in order to track and record accurate data for reporting and for delivery of services for children in Foster Care.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	2 hours	Child Welfare Services staff	Case management and supervision
Child Advocacy Center Referrals from CAPSS	The purpose of this training is to explain a new collaboration effort between SC DSS and the South Carolina Network of Children's Advocacy Centers to improve referrals for children who are the subject of a report of severe abuse.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	2 hours	Child Welfare Services staff	Case management and supervision, Referral to services
Indian Child Welfare Act (ICWA)	ICWA is a federal law that protects children who are eligible for membership in a federally recognized Native American or Alaska Native tribe. Caseworkers have an important role to inquire about tribal affiliation throughout the casework process and to follow specific steps, if ICWA applies.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	1.5 hours	Child Welfare Services staff	Placement of the child, case management and supervision, cultural competency related to children and families

IV-E and You: How You Can Help Children in Care	Title IV-E of the Social Security Act provides funding for children in foster care. In order for children to receive this funding, all program areas need to work together and gather all the necessary information to complete the IV-E application packet for every child entering care.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	1 hour	Child Welfare Services staff	Title IV-E policy and procedures
DSS Medical Investigations Awareness: Tubes, Drains and Devices	This course provides education on common medical devices that DSS staff might encounter when interacting with children and youth served by DSS. Additionally, this training will provide awareness of what medical supplies is needed to travel with a child should a child be placed out the home.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training		Child Welfare Services staff	Case management and supervision
Placement Policy Training	The purpose of this training is to understand best practices for placement decisions and to provide guidance on the issued placement policy so that case managers, licensing and placement unit understands procedures for placing children with kinship and non-kinship families.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	1 hour	Child Welfare Services staff	Placement of the child, home studies, permanency planning
Best Practice Placement Decisions: An Introduction Placement Decisions	The purpose of this training is to identify and jointly agree on kin first placements for all children who need out-of-home placements. Staff will be able to make decisions about where to place a child in out-of-home care, by considering the child's strengths and needs, the skills of the available	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	3 hours	Child Welfare Services staff	Placement of the child, development of the case plan, permanency planning



	caretakers or facilities, and the child's prospects for permanency with family placements. Ultimately, staff will be able to promote placement stability.						
Visitation Awareness for Case Managers	Attendees will understand the importance of visitation for foster care children and their families, know the distinctions among roles and responsibilities of DSS staff and the foster parents, and identify best practices for creating a visitation plan for each foster child.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	3 hours	Child Welfare Services staff	Activities designed to preserve, strengthen, and reunify the family, effects of separation, grief and loss, child development, and visitation
Visitation Awareness for Supervisors	This training is designed to assist supervisors and program coordinators in implementing policies, new practice standards, data, and coaching techniques that will enhance the quality of visitation between children and their families. The training will highlight state and federal guidelines for frequency and quality visits, levels of supervision during visits, case managers/supervisors' roles, the importance of documentation, as well as, critical thinking exercises for activities.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	3 hours	Child Welfare Services staff	Activities designed to preserve, strengthen, and reunify the family, effects of separation, grief and loss, child development, and visitation, case management and supervision
Plan of Safe Care for Substance Affected Infants	This course will provide Child Welfare staff with policies and procedures regarding the development of a "plan of safe care" for substance affected infants, the infant's mother and any other caregiver.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	1 hour	Child Welfare Services staff	General substance abuse, domestic violence, and mental health issues related to children and families in the child welfare system

Family First Prevention Services Act Introduction	To provide an overview of the Family First Prevention Services Act, and to depict how family first aligns with the GPS practice model. We will also describe how FF will impact the work of case managers, administrators, attorneys and courts. This training will: 1. Provide an overview of Family First Prevention Services Act (FFPSA) 2. Introduce each provision 3. Review SC-DSS Family First candidacy definition 4. Identify SC-DSS selected array of evidence-based practices (EBPs) 5. Depict how Family First aligns with GPS Practice Model 6. Describe the implications for case managers, administrators, and courts	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	1 hour	Child Welfare Services staff	Social work practice, referral to services, activities designed to preserve, strengthen, and reunify the family, case management and supervision
Kinship Care - Online Course	The purpose of this course will be to educate and engage staff on the kinship foster care program by providing information on what kinship foster care is, who is entitled to kinship foster care, when the option for a kinship caregiver to be licensed as a kinship foster parent should be offered, and the benefits that licensure includes. The training will highlight SCDSS policy, as well as, state and federal efforts and legislation to address licensing kinship caregivers.	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	2 hours	Child Welfare Services staff	Placement of the child, development of the case plan, case management and supervision, permanency planning

Secondary Traumatic Stress	<p>This module introduces secondary traumatic stress (STS) and its impact on the child welfare system and workforce. Specifically, this module seeks to explain:</p> <ul style="list-style-type: none"> <li>•the prevalence of STS among child welfare workers,</li> <li>•the impact of STS on child welfare services provided to families and children,</li> <li>•individual and organizational risk factors that lead to STS, and</li> <li>•strategies for reducing STS in the child welfare system and its workforce.</li> </ul>	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	.75 hours	Child Welfare Services staff	Social work practice, case management and supervision
Building a Blueprint for Child Safety	<p>The Blueprint for Child Protection recognizes a fundamental, cultural shift is needed in the way child protection is viewed and addressed in the community; one that only a network of leading institutions can establish and that requires us all to take responsibility for the safety of our children. This training is about helping child advocacy centers to engage community stakeholders and leaders to ensure that child protection and prevention are top priorities. It is about creating new strategies for prevention among the youth-serving organizations (YSO) in the community. This session will begin a dialogue on creating systemic change among YSO nationwide and explore how child advocacy centers can engage community</p>	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	1 hour	Child Welfare Services staff	Social work practice, child abuse and neglect issues

	<p>leaders and stakeholders to help these institutions better protect children of all ages by encouraging higher standards of child protection. Our goal is to change the way that YSO and their funders view child protection and crises. This session will discuss innovative ways that child advocacy centers can engage their community in prevention efforts and proactively arm the YSO in their community against risk.</p>						
Health Care in Foster Care	<p>The purpose of this presentation is to provide guidance to DSS staff on health care best practices to promote the health and well-being of foster children in SC.</p>	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	1 hour	Child Welfare Services staff	Case management and supervision, referral to services
Identifying and Serving the Child Trafficking Population in SC	<p>This three-part curriculum was created to establish a set of practical guidelines for all child welfare professionals in identifying and serving children and youth in South Carolina who have been human trafficked as defined by federal law. 1) Gain an understanding of the legislation as it related to Human Trafficking (Federal and State Level). 2) Gain a thorough understanding of sex and labor trafficking (recognizing signs of trafficking, risk factors, and the dynamics of trafficking; 3) Understand the impact of Trauma and Victims' Rights 4) Policy and Procedure on Intervention when child or youth has been identified as</p>	SCDSS learning management system (online)	Short-Term	SCDSS Staff Development and Training	5 hours	Child Welfare Services staff	Child abuse and neglect issues

	a victim of sex or labor trafficking						
Estimated total cost	\$ 1,969,697.65						
Cost allocation methodology	Calculated according to the cost allocation plan						

## Contracted Training Activities

In addition to training activities conducted internally by the SCDSS Staff Development and Training team SCDSS has contracted with numerous external organizations to facilitate training activities. A list of contractual training activities is included below.

Training Activities Contracted to the University of South Carolina Center for Child and Family Studies							
Training Title	Brief Description	Setting	Duration	Training Provider	Approximate # of hours	Audience	IV-E administrative function(s)*
*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.							
BSMART: Writing Effective Family Permanency Plans to Protect Children	This is a one- day training available to child welfare staff who are responsible for working with children and families to develop the family permanency plan. Learners will gain knowledge of the relevance of a thorough family assessment which identifies strengths and needs of the family in the development of a family permanency plan. In addition, learners will practice identifying the caregiver protective capacities that must be enhanced to ensure child safety and improve family functioning and writing behavioral objectives/ goals. Learners will utilize a case scenario to practice developing behaviorally written family permanency plans which focuses on behavioral change not service compliance and are based upon the safety threats or risk concerns identified as well enhancing caregiver protective capacities.	Virtual Instructor-Led	Short-Term	USC CCFS	6 hours	Case managers, team leaders, family preservation, foster care	Placement of the child, development of the case plan, permanency planning
CW Sharpening Your Skills: Safety Planning	Learners will review the information that should be gathered to determine if a child is safe or unsafe, identify if a safety plan is appropriate, and identify a protector. Learners review scenarios and make a decision regarding appropriateness of a safety plan and provide a rationale for their decision. Learners will bring a current safety plan to review and critique.	Virtual Instructor-Led	Short-Term	USC CCFS	6 hours	Case managers, team leaders, family preservation, foster care	Development of the case plan, social work practice, Assessments to determine whether a situation requires a child's removal from the home

Identifying Safety Threats and Planning for Safety	This is a one-day training which focuses on the capacity of child welfare case managers ensuring the safety of a child while conducting an investigation, preventing harm from occurring during the development and implementation of a case plan, reducing or resolving risk, and ensuring the child remains safe whether left in the home or removed. This training enhances understanding of safety and risk concepts, recognizing the presence of safety threats and risk of maltreatment in families, and the ability to conduct formal and informal safety assessments to document safety threats. Learners increase knowledge of safety services that can be implemented to mitigate safety concerns.	Virtual Instructor-Led	Short-Term	USC CCFS	7 hours	Case managers, team leaders, family preservation, foster care	Development of the case plan, social work practice, Assessments to determine whether a situation requires a child's removal from the home
Introduction to Quality Contacts for Case Managers & Team Leaders	It is recommended that Team Leaders complete Introduction to Quality Contacts for Case Managers and Team Leaders, which provided the foundations for Quality Contacts. This training prepares supervisors for supporting case managers in implementing quality contact practice and policy standards in casework practice. The ILT portion of the course will cover the supervisor role in coaching, performance management, providing quality feedback and effectively communicating practice and policy change connected to quality contacts.	Virtual Instructor-Led	Short-Term	USC CCFS	5.5 hours	Case managers, team leaders, family preservation, foster care	Social Work Practice, Case management and supervision
Training of Trainers - Level 1	Welcome to the CCFS Train the Trainer Academy. This initial session is Level 1: Basic Training for Trainers, This Academy is rooted in the competencies that make a Master Trainer. During this five (5) day training you're exposed to these professional competencies and provided the space to build your skills. Our training sharpens your expertise as a facilitator and deepens your insight to your own training style. Capstone activities integrate these new skills and expand your capacity as a Master Trainer. Day 1: Laying a	Virtual Instructor-Led	Short-Term	USC CCFS	35 hours	Case managers, team leaders, family preservation, foster care	Social Work Practice, Case management and supervision

	Foundation for Training Excellence Day 2: Designing for Course Success Day 3: Principles for Polished Presentations Day 4: Strategies for Dynamic Delivery Day 5: The Journey to Mastery						
Training of Trainers Level 2 - Partnering with Others for Training Excellence	This training emphasizes co-facilitation skills as a Master Trainer. It is designed as an advanced level workshop to support development of master trainer competencies. This training features curriculum and activities to push you outside of your comfort zone. Activities are designed to highlight relationship-building as a principle for effective co-facilitation. You'll have the opportunity to put new skills to the test with capstone activities designed to expand your capacity as a Master Trainer.	Virtual Instructor-Led	Short-Term	USC CCFS	28 hours	Case managers, team leaders, family preservation, foster care	Social Work Practice, Case management and supervision
CW Documentation Training for Case Managers	This training focuses on documentation skills practice, or as needed per SCDSS. Learners apply knowledge regarding what to include in documentation, writing objectively and descriptively, avoiding buzzwords.	Virtual Instructor-Led	Short-Term	USC CCFS	5 hours	Case managers, team leaders, family preservation, foster care	Case management and supervision
CW Documentation Training for Team Leaders	This is a one-day training for team leaders. Learners complete practice activities using Quality Matters vignettes to enhance documentation skills. Learners recognize incomplete documentation that does not accurately reflect a face-to-face contact. Learners use a documentation job aid to ensure documentation is objective, descriptive, and relevant as well as addresses safety, permanency, and well-being. Learners discuss the role of coaching in supporting documentation improvement with new case managers, practice reviewing documentation and providing feedback, learn strategies for coaching new case managers to address	Virtual Instructor-Led	Short-Term	USC CCFS	7 hours	Case managers, team leaders, family preservation, foster care	Case management and supervision



	barriers to timely and quality documentation.						
Quality Contacts for Team Leaders Only	This training prepares team leaders for supporting case managers in implementing quality contact practice and policy standards in casework practice. The ILT portion of the course will cover the team leader role in coaching, performance management, providing quality feedback and effectively communicating practice and policy change connected to quality contacts. The Introduction to Quality Contacts online modules is a pre-requisite for this course.	Virtual Instructor-Led	Short-Term	USC CCFS	7 hours	Case managers, team leaders, family preservation, foster care	Case management and supervision
Public Speaking/Presentation	This two-day training will be delivered to staff whole job duties may require them to make presentations to DSS staff, outside organizations, and/or community partners. Training will provide participants with the insights, skills and practices that will empower them to deliver a presentation, before a live audience, that is impactful, purposeful, and engaging. The training will be delivered up to six (6) times during the contract period and will offer 12 seats per session.	Virtual Instructor-Led	Short-Term	USC CCFS	14 hours	Case managers, team leaders, family preservation, foster care	Social Work Practice
Estimated total cost	\$ 746,600.00						
Cost allocation methodology	Costs for this item are covered by a contract. Funds used include IV-E, IV-B, general funds, CAPTA, TANF, and are calculated according to the training topics based on monthly course listings provided by USC/CCFS						

**Training Activities Contracted to the University of South Carolina Children's Law Center**

Training Title	Brief Description	Setting	Duration	Training Provider	Approximate # of hours	Audience	IV-E administrative function(s)*
<p>*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.</p>							
Initial Court Skills Training	<p>The training was designed to equip new DSS caseworkers with the fundamental knowledge and skills necessary to effectively prepare for and participate in court proceedings, with an emphasis on testimony. The first two days of the training will be conducted as a live webinar. The last day will involve a mock trial session in which participants testify and are cross-examined by a defense attorney. The participants will be divided into two groups so one group participates and observes on one day and the second group participates and observes on another day. After testifying, participants will participate in a private critique session and receive a written assessment of their testimony. All participants will be involved in observational learning activities while others are testifying. Mock hearings will take place in the CLC's new training center courtroom.</p>	In-Person	Short-Term	USC Children's Law Center	16 hours	SCDSS Child Welfare Staff	Participation for and participation in judicial determinations
Training for Intermediate Level Attorneys	<p>The focus of this training is on child welfare trial skills for DSS attorneys. Applicable statutory and case law will be addressed.</p>	In-Person	Short-Term	USC Children's Law Center	6 hours	SCDSS Child Welfare Attorneys	Participation for and participation in judicial determinations
Recognizing and Reporting Child Abuse and Neglect (Mandated Reporter)	<p>This training is designed to equip mandated reporters with information regarding their role and responsibilities as mandated reporters and to increase their awareness, knowledge, and skills in reporting child abuse and neglect. Participants will learn to identify mandated reporters according to SC law, describe statutory requirements and protections, identify the role and responsibilities of mandated reporters, recognize signs of possible abuse and neglect, and describe when to make a report of child abuse and neglect.</p>	Virtual Instructor-Led	Short-Term	USC Children's Law Center	1.5 hours	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues

Child Sexual Abuse Investigations: The Basics	This training focuses on the basics of child sexual abuse investigations with an emphasis on multidisciplinary coordination. The training will begin with an explanation of the roles and function of the multidisciplinary team (MDT), the dynamics of child sexual abuse, legal issues in child sexual abuse cases such as applicable definitions from the S.C. Children's Code and related criminal statutes, common evidentiary hearsay exceptions used in child abuse cases, and unique child hearsay statutory exceptions. The training will then cover interviewing techniques, and methods and strategies to corroborate a child's disclosure of abuse. *This training is the same content that is offered as a 2-part virtual training. It is being offered both virtually and in-person to suit the individual learning needs of attendees.	Combination virtual instructor-led and classroom	Short-Term	USC Children's Law Center	6 hours	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues, Communication skills required to work with children and families
Recognizing and Responding to Problematic Sexual Behaviors in Youth	In an effort to ensure that multi-disciplinary professionals obtain consistent and comprehensive information, the CLC will provide a basic multi-disciplinary training on recognizing and responding to problematic sexual behaviors in youth. The presentation will identify myths, describe sexual development of children and adolescents, outline considerations in determining whether the behavior is problematic or inappropriate, and identify co-occurring behavioral problems and family dynamics. The presentation will include a discussion of current treatments or commonly used interventions, risk, and recidivism. This training will be helpful to DSS staff in assessing the possibility of previous abuse or parental negligence and in making placement decisions.	Virtual Instructor-Led	Short-Term	USC Children's Law Center	1.5 hours	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues
Medical Aspects of Sexual Abuse	A child abuse pediatrics medical expert will cover an array of medical aspects of child sexual abuse beginning with common misunderstandings about anogenital findings and the frequency of their presence in a child sexual abuse evaluation. A general discussion of the anogenital anatomy will be provided as well as possible physical findings. The presenter will explain when a child should be seen in a hospital emergency setting for an acute exam and	Virtual Instructor-Led	Short-Term	USC Children's Law Center	1.25 hours	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues

	describe the forensic medical examination process and importance. Various sexually transmitted conditions will be covered along with their implications for diagnosis and reporting of sexual abuse among infants and prepubertal children. Finally, the presentation will provide a better understanding of how the forensic pediatrics medical expert can assist in a child sexual abuse investigation.						
Recognizing Medical Child Abuse	This presentation will begin with an identification of the features of medical child abuse and how they may present in different forms of maltreatment. Case scenarios will be presented to allow participants to apply these features to various fact patterns. The training will introduce the various nomenclature that is used regarding child maltreatment in a medical setting. Finally, the presentation will provide guidance on how to respond to a suspected case of maltreatment to ensure identification and proper diagnosis by a pediatric forensic medical expert.	Virtual Instructor-Led	Short-Term	USC Children's Law Center	1.25 hours	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues
Medical Aspects of Physical Abuse	A child abuse pediatrics medical expert will cover an array of medical aspects of child physical abuse beginning with the identification of red flags and the important role that the history provided by the caregiver plays. The presentation will comprehensively cover bruises, burns, bites, and fractures, and characteristics of each that can assist in the determination of whether they were accidentally or intentionally inflicted. Finally, the presentation will provide a better understanding of how the forensic pediatrics medical expert can assist in a child physical abuse investigation.	Virtual Instructor-Led	Short-Term	USC Children's Law Center	1.25 hours	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues

<p>Medical Aspects of Child Abuse Investigations</p>	<p>Medical Aspects of Physical Abuse A child abuse pediatrics medical expert will cover an array of medical aspects of child physical abuse beginning with the identification of red flags and the important role that the history provided by the caregiver plays. The presentation will comprehensively cover bruises, burns, bites, and fractures, and characteristics of each that can assist in the determination of whether they were accidentally or intentionally inflicted. Finally, the presentation will provide a better understanding of how the forensic pediatrics medical expert can assist in a child physical abuse investigation.</p> <p>Medical Aspects of Sexual Abuse A child abuse pediatrics medical expert will cover an array of medical aspects of child sexual abuse beginning with common misunderstandings about anogenital findings and the frequency of their presence in a child sexual abuse evaluation. A general discussion of the anogenital anatomy will be provided as well as possible physical findings. The presenter will explain when a child should be seen in a hospital emergency setting for an acute exam and describe the forensic medical examination process and importance. Various sexually transmitted conditions will be covered along with their implications for diagnosis and reporting of sexual abuse among infants and prepubertal children. Finally, the presentation will provide a better understanding of how the forensic pediatrics medical expert can assist in a child sexual abuse investigation.</p> <p>Recognizing Medical Child Abuse This presentation will begin with an identification of the features of medical child abuse and how they may present in different forms of maltreatment. Case scenarios will be presented to allow participants to apply these features to various fact patterns. The training will introduce the various nomenclature that is used regarding child maltreatment in a medical setting. Finally, the presentation will provide guidance on how to respond to a suspected case of maltreatment to ensure identification and proper diagnosis by a pediatric forensic medical expert.</p>	<p>Virtual Instructor-Led</p>	<p>Short-Term</p>	<p>USC Children's Law Center</p>	<p>3.5 hours</p>	<p>SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals</p>	<p>Child Abuse and Neglect Issues</p>
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Recognizing Medical Neglect and Failure to Thrive	This training will focus on both medical neglect and failure to thrive. The presentation will open with a definition and explanation of medical neglect and red flags to look for. Questions for consideration will be outlined in order to determine if there was a failure to obtain care or failure to follow medical advice. A discussion of a medically complex child will include explanations of a tracheostomy, ventilators, feeding tubes, home monitoring, and splints and braces. A definition, an explanation, and causes of failure to thrive will be covered. The pediatric forensic expert will provide guidance on what evidence must be gathered in order to assess medical neglect and failure to thrive cases and how they can assist in reaching accurate conclusions to the investigation.	Virtual Instructor-Led	Short-Term	USC Children's Law Center	1.25 hours	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues
Investigative Interviewing in Child Maltreatment Cases: A Simulation Training	This two-day course is offered to child welfare investigations staff. This training will focus on techniques and strategies for interviewing adults including parents, witnesses, and nonoffending caregivers when there has been a suspicion of abuse or neglect. Participants will learn the basics of minimal facts interviewing of child victims, siblings, or witnesses with emphasis on reducing further trauma and engaging a child on their developmental level. This training stresses the importance of working with a Children's Advocacy Center to obtain a full forensic interview and is designed to complement the ChildFirst® SC forensic interviewing training program. Trainees will learn the purpose and techniques of investigative interviews, goals of the interview in relation to different forms of maltreatment, and proper and accurate documentation. The second day of the training will utilize case scenarios, providing participants with the opportunity to apply the training information and develop their interviewing skills. Participants will identify who needs to be interviewed, focus on obtaining essential information through an interview process, and then accurately and comprehensively document the information obtained. Participants will engage in mock interviews of actors playing the	Combination virtual instructor-led and classroom	Short-Term	USC Children's Law Center	12 hours	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues, Communication skills required to work with children and families

	roles of parents and caregivers. The scenarios and practice interviews will be designed to address suspected physical abuse and sexual abuse allegations.						
ChildFirst® South Carolina	ChildFirst® South Carolina is an intensive five-day course in which students learn the necessary skills to conduct an investigative interview—also known as a forensic interview—of a suspected child abuse victim. This interactive course combines lectures and demonstrations supplemented with homework assignments and a written examination at the end of the course. Participants also must conduct a 30-minute interview of a professional actor playing the role of a sexually abused child after which the interviewer is critiqued by a professional forensic interviewer and a group of fellow students. Completion of this training does not result in any recognized professional “certification” to conduct forensic interviews.	Classroom	Short-Term	USC Children's Law Center	5 days	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues
Child Death Investigations: The Basics	In an effort to ensure that multi-disciplinary professionals are conducting investigations consistently and cooperatively, the CLC will provide a multi-disciplinary training on the investigation of and collaborative response to child deaths. This training will be offered to: DSS investigative staff, law enforcement officers, coroners or their designees, prosecutors, and child abuse medical professionals. The training will cover: causes and manners of child deaths; response and review of a child death, to include an overview of the Child Death Investigation Task Force; proper procedures for conducting	Combination virtual instructor-led and classroom	Short-Term	USC Children's Law Center	6 hours	SCDSS Child Welfare Staff, DSS Attorneys, Child Abuse Medical Professionals	Child Abuse and Neglect Issues

	reenactments; interviewing parents/caregivers and witnesses; collecting, documenting, and preserving evidence; procedures for photographic documentation; documenting investigative findings; and the appropriate roles of DSS and law enforcement. Applicable definitions from the Children's Code and criminal statutes will also be addressed. The training will review the SLED reporting tool and the function of local child fatality review teams.						
Estimated total cost	\$ 1,250,705.00						
Cost allocation methodology	Costs for this item are covered by a contract. Funds used include IV-E, IV-B, general funds, CAPTA, TANF, and are calculated according to the training topics based on monthly course listings provided by USC/CLC.						

Training Activities Contracted to Steffone Cockerill							
Training Title	Brief Description	Setting	Duration	Training Provider	Approximate # of hours	Audience	IV-E administrative function(s)*
*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.							
Keeping Kids Safe	This two-hour workshop provides instruction on child passenger safety, safe sleep, water safety and the safe haven law. The training will raise awareness of risks while equipping child welfare personnel to promote child safety through their interactions with clients. Additionally, this training involves practice demonstrations and assistance installing various car seats.	Combination virtual instructor-led and classroom	Short-Term	Steffone Cockerill	6 hours	SCDSS Child Welfare Staff	NA
Estimated total cost	\$ 9,999.00						



**Training Activities Contracted to the Children's Trust of South Carolina**

<b>Training Title</b>	<b>Brief Description</b>	<b>Setting</b>	<b>Duration</b>	<b>Training Provider</b>	<b>Approximate # of hours</b>	<b>Audience</b>	<b>IV-E administrative function(s)*</b>
*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.							
Early Childhood Growth and Development	This course is a five-hour Introduction to Early Childhood Growth and Development training sessions for DSS staff, foster parents, guardians ad litem, kinship care providers, and Richland County CASA. This training includes the following topics: brain development, developmental milestones, social-emotional development and temperament.	Virtual Instructor-Led	Short-Term	Children's Trust of SC	5 hours	SCDSS Child Welfare Staff	NA
Middle Childhood Development	Middle childhood, ages 6-12 doesn't get as much attention as early childhood and adolescence but these years are just as critical to growth and development. Training participants will receive information on the following topics: key areas of development, the impact of trauma on school-age children, learning differences, internet safety, bullying, suicide, and resilience. This course is for 2.5 hours of training credit.	Virtual Instructor-Led	Short-Term	Children's Trust of SC	2.5 hours	SCDSS Child Welfare Staff	NA

Responding to Abuse and Neglect	Responding to abuse and neglect effectively requires a clear understanding of the types of maltreatments and why they may occur. Training participants will receive information on the following topics: overview of types and signs of maltreatment, parenting attachment styles and how parents are affected by their own trauma from childhood, and strategies to support parents who may be experiencing risk factors for abuse and neglect. Please join us over the course of two days for five hours of training credit.	Virtual Instructor-Led	Short-Term	Children's Trust of SC	5 hours	SCDSS Child Welfare Staff	NA
Promoting Protective Factors	The Protective Factors Training is comprised of content from the Children's Trust of South Carolina and the Children's Trust Fund Alliance. The Children's Trust of South Carolina is the only statewide organization committed to preventing child abuse, neglect, and other ACEs. It serves as an intermediary organization, providing both funding and support to community organizations and connect and convene key stakeholders across the state. The Children's trust is unique in that it is both a nonprofit organization and a state agency. The curriculum is designed to	Virtual Instructor-Led	Short-Term	Children's Trust	3 hours	SCDSS Child Welfare Staff	NA

	be used with a variety of community groups including community and organizational settings such as schools, child-serving organizations and places of worship. The curriculum is based on the five protective factors and equipping people with concrete strategies to promote these factors among children and families.						
Estimated total cost	\$ 2,047,913.00						
Cost allocation methodology	Costs for this item are covered by a contract. Funds used include Child Care Development Funding						

**Training Activities Contracted to Maddy Day**

<b>Training Title</b>	<b>Brief Description</b>	<b>Setting</b>	<b>Duration</b>	<b>Training Provider</b>	<b>Approximate # of hours</b>	<b>Audience</b>	<b>IV-E administrative function(s)*</b>
*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.							
Training for EFC and Authentic Youth Leadership	Onboarding training and support to the SCDSS Child Welfare Division to onboard, train and support the newly formed Adolescent Team responsible for the implementation of Extension of Foster Care (EFC). This work would be coordinated with the South Carolina DSS Child Welfare Operations Team and will be grounded in the GPS Practice Model. In addition, the MDA team will also provide training and support in other priority areas identified by DSS, it includes Authentic Youth Leadership and Engagement, Transitional Housing support and teaming with Permanency Division by Plummer Youth Promise to align permanency efforts for teens and older youth.	In-person	Short-term	Maddy Day	135	DSS Extension of FC Staff/Adolescent Team, Performance Coaches, Professional Development and Training Division Staff, Youth Engagement Advocates, Contracted Youth Service Providers, DSS Team Leaders & Managers	NA

Estimated total cost	\$ 454,830.00
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Training Activities Contracted to The Phoenix Center							
Training Title	Brief Description	Setting	Duration	Training Provider	Approximate # of hours	Audience	IV-E administrative function(s)*
*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.							
MINT Motivational Interviewing Training	Execute the Motivational Interviewing (MI) Initiative training. This encompasses the organization and facilitation of the Core Motivational Interviewing Training, Booster Training, Advanced Training, Coding of Recordings, Train-the-Trainer sessions, and subsequent MI Coaching/Supervision Training. The Grantee is responsible for ensuring the participation of staff in these training phases according to the outlined timeline and structure. Additionally, the Grantee must provide ongoing technical assistance and support following the training to reinforce and sustain the MI practices.	Combination virtual instructor-led and classroom	Short-term	The Phoenix Center	150	SCDSS Child Welfare Staff	NA
Estimated total cost	\$ 93,120.00						
Cost allocation methodology	Costs for this item are covered by a contract. Funded by State General Funds.						

**Training Activities Contracted to Richland County CASA - Guardian Ad Litem Program**

Training Title	Brief Description	Setting	Duration	Training Provider	Approximate # of hours	Audience	IV-E administrative function(s)*
<p>*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.</p>							
Pre-Service Session 1	Syllabus: In this session the prospective volunteer will explore the goals of GAL volunteer training. By the end of this session, the prospective volunteer will be able to describe the GAL volunteer mission of advocating for children, articulate what constitutes child abuse and neglect, explain what is meant by "best interest" and "minimum sufficient level of care," define the GAL volunteer role and the parameters of the volunteer-child relationship, identify attitudes, values, and skills that will help perform the GAL volunteer work, and describe what is expected during the training and identify the prospective volunteers' expectations for this training course.	In-person	Short-term	Richland County CASA	3 Hours	Guardian Ad Litem Volunteers	Social Work Practice
Pre-Service Session 2	Syllabus: In this session, the prospective volunteer will increase their understanding of child abuse and neglect issues and the development of child advocacy laws, the child protection system, and the court procedures that apply to the work of a GAL volunteer. By the end of this session, the prospective volunteer will be able to describe how the history and development of child abuse and neglect laws affect policy	In-person	Short-term	Richland County CASA	3 Hours	Guardian Ad Litem Volunteers	Child abuse and neglect issues, preparation for and participation in judicial determinations, social work practice

	and law today, identify applicable state, tribal, and local laws and understand how these laws guide the work of the GAL volunteer, explain how a child abuse or neglect case enters the child protection system, recognize the different hearings and what occurs at each point in the juvenile court process, identify the roles and perspectives of the various people in a child abuse or neglect court case.						
Pre-Service Session 3	Syllabus: In this session, the prospective volunteer will become familiar with some of the current thinking regarding cultural competence, diversity, and the adverse effects of bias and discrimination. By the end of this chapter, the prospective volunteer will be able to recognize that there are many facets of diversity and develop a working vocabulary related to diversity issues, explain how diversity and cultural competence among GAL volunteers benefit children and families, explore their identity and their culture's effects on values, attitudes, and behaviors, recognize how becoming culturally competent can help avoid stereotyping, explore the causes and effects of disproportionality in the juvenile court and foster care systems, identify and apply culturally competent practices in the work with children and families, identify community resources that will increase understanding and appreciation	In-person	Short-term	Richland County CASA	3 Hours	Guardian Ad Litem Volunteers	Cultural competency

	of diversity, determine the steps that can be taken to increase cultural competency and to demonstrate the high value placed on culturally competent child advocacy, and recognize that becoming culturally competent is a lifelong process.						
Pre-Service Session 4	Syllabus: In this session, the prospective volunteer will learn a strengths-based approach to understanding families and children. By the end of this session, the prospective volunteer will be able to identify the strengths and resources of families, use cultural norms and community standards as a framework for understanding families, recognize how times of stress and crisis affect families and children, identify risk factors associated with child abuse and neglect, explain how mental illness and domestic violence impact families and children, and examine how personal values and biases about mental illness and domestic violence can affect objectivity regarding the best interest of the child.	In-person	Short-term	Richland County CASA	3 Hours	Guardian Ad Litem Volunteers	Cultural competency, child abuse and neglect issues
Pre-Service Session 5	Syllabus: In this session, the prospective volunteer will increase understanding of families and the ability to assess the family situations of the children encountered as a GAL volunteer. By the end of this chapter, the prospective	In-person	Short-term	Richland County CASA	3 Hours	Guardian Ad Litem Volunteers	General substance abuse, domestic violence, and mental health issues

	volunteer will be able to identify how substance abuse/addiction impacts families and children, examine how personal values and biases about substance abuse/addiction can affect objectivity regarding the best interest of the child, explain why poverty is a risk factor for children, and describe why the "minimum sufficient level of care" standard is in the best interest of the child.						
Pre-Service Session 6	Syllabus: In this session, the prospective volunteer will learn about child development, attachment, separation and loss, permanence, and resiliency in order to advocate effectively for a child. By the end of this session, the prospective volunteer will be able to identify age-appropriate behavior for children from birth through adolescence, name behavioral signs of attachment and lack of attachment in children, describe the concept of resiliency and identify protective factors, recognize typical reactions of children and their parents to separation and loss, articulate a child's need for permanence, recognize psychological issues that affect children and identify indicators that a child might need professional assessment, and describe educational challenges faced by children in foster care.	In-person	Short-term	Richland County CASA	3 Hours	Guardian Ad Litem Volunteers	Effects of separation, grief and loss, child development, and visitation



Pre-Service Session 7	Syllabus: In this session, the prospective volunteer will practice communication skills that will help interview and observe children, deal with conflict, and work collaboratively with other agencies and providers on a case. The prospective volunteer will increase their understanding of confidentiality and privacy issues as they relate to building a trusting relationship with the children and families encountered in GAL volunteer work, recognize that communication patterns differ across cultures, observe children and establish rapport and trust, and practice a collaborative approach in working as a GAL volunteer.	In-person	Short-term	Richland County CASA	3 Hours	Guardian Ad Litem Volunteers	Communication skills required to work with children and families, social work practice, cultural competency
Pre-Service Session 8	Syllabus: In this session, the prospective volunteer will learn about the elements of a child's court case, become familiar with court forms, and practice the skills necessary to gather the information needed to be an effective advocate. By the end of this session, the prospective volunteer will be able to describe how a GAL volunteer is appointed to a case, develop a plan to gather information about a case, conduct a GAL volunteer interview, take thorough and appropriate notes for a case, complete an investigation for a case, and apply the requirements of the Indian Child Welfare Act to a case.	In-person	Short-term	Richland County CASA	3 Hours	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations

Pre-Service Session 9	Syllabus: In this session, the prospective volunteer will practice the skills necessary to write an effective court report, appear in court, and monitor a case. By the end of this session, the prospective volunteer will be able to identify community resources to address the needs of children and families, develop appropriate recommendations, explain the basic elements of a GAL volunteer court report. present carefully prepared recommendations in court, monitor a case and advocate for a child until he/she is in a safe, permanent home, apply the principles of the Indian Child Welfare Act to GAL volunteer work.	In-person	Short-term	Richland County CASA	3 Hours	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations
Fostering Futures - Chapters 1 - 6	This training curriculum is based upon the National CASA model. The purpose of this training is to help make sure every youth served achieves educational success, finds a living wage job or gets training in a trade, finds housing and can access resources so they can live healthy, fulfilling lives.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Social work practice, Child abuse and neglect issues
Preparation for Judicial Determinations	Guardians are informed of their role in judicial determinations, how to testify, and overall court proceeding processes. Court experts speak during the trainings to share their experiences and knowledge on judicial determinations.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations
Preparation for Judicial Determinations and Participation	Guardians are informed of their role in judicial determinations, how to testify, and overall court proceeding processes. Court experts speak during the	In-person	Short-term	Richland County CASA	3 hours	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations

in Judicial Determinations	trainings to share their experiences and knowledge on judicial determinations. Participants are able to observe a court proceeding, including being exposed to the swearing in process.						
Advocacy 201: Court Report Writing #6	Syllabus: Volunteers will learn to identify elements of objective writing, identify the most relevant information to include in a report, and write a persuasive recommendation. Volunteers will practice describing other people and using objective/subjective language. Content based on National CASA Continuing Education Cookbook. The content is taught by lecture and group/ individual activities. 2 hours of continuing education.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations
Facilitator Training for Advocacy 201: Court Report Writing #6	Syllabus: Staff members will learn how to train volunteers in this activity, including: Volunteers will learn to identify elements of objective writing, identify the most relevant information to include in a report, and write a persuasive recommendation. Volunteers will practice describing other people and using objective/subjective language. Content based on National CASA Continuing Education Cookbook. The content is taught by lecture and group/ individual activities. 2 hours of continuing education for staff members.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations

Advocacy 201: Testifying in a Contested Setting #7	Syllabus: Volunteers will be able to advocate for a child's well-being and permanency in a contested courtroom setting. Content includes: Functions of the participants in the court room, preparing for court, stages of direct testimony, how to provide clear and fact-based testimony under direct examination, and cross examination, and distinguish leading questions from open ended questions. Content based on National CASA Continuing Ed Cookbook. The content is taught by lecture and group/ individual activities. 3 hours of continuing education	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations
Emergency Protective Custody- Why are children EPC'd?	Syllabus: EPC's from a law enforcement perspective. Volunteers will learn how law enforcement officers evaluate a child's safety, and what factors contribute to the removal of a child from the custody of their parents. Method is lecture and Q&A, 2 hours of continuing education.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Child abuse and neglect issues
Making Effective Recommendations for Child Well- Being and Permanency	Syllabus: GALs will learn the basics of making effective recommendations to achieve child well-being and permanency. Review the principle of minimum sufficient level of care and evaluating if defendant parents have the capacity to provide minimally adequate care for the child. Types of hearings will be reviewed and what needs to be in the report for the different types of hearings. Merits Hearing: Go over what the findings are. Placement Plans.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Permanency Planning, Case planning

	<p>Safety Plans. Permanency Planning: Go over what the plans are (Reunification, Relative Placement, Termination of Parental Rights/Adoption, Another Permanent Plan). Termination of Parental Rights (TPR) Hearings: Participants will learn about the statutory grounds for TPR. Method is lecture and Question &amp; Answer. 2 hours of continuing education credit.</p>						
<p>Permanency for children: TPR and Adoption</p>	<p>Syllabus: GALS will learn the procedures for TPR as a path to permanency. Content includes: Termination of Parental Rights and Adoption Proceedings; Role and responsibility of the family court; Procedure to file and serve TPR; Review of 12 TPR grounds; Best interest considerations; TPR outcomes; Overview of adoption laws; Case law update of TPR appellate cases-if there are recent cases. Training will be lecture style with Power-Point, Question &amp; Answer. 2.5 hours of continuing education credit.</p>	<p>In-person</p>	<p>Short-term</p>	<p>Richland County CASA</p>	<p>2.5 hours</p>	<p>Guardian Ad Litem Volunteers</p>	<p>Permanency Planning, Case planning</p>
<p>Communication with Families and Assessing Minimum Sufficient Level of Care</p>	<p>Syllabus: The purpose of this training is to educate the Guardians ad Litem about the importance of communicating with the different parties in a case and to help them better assess the Minimum Sufficient Level of care. GALS will learn the importance of child well-being and permanency when considering reunification. The instructor will teach this class through lecture and a Question &amp; Answer session. This training</p>	<p>In-person</p>	<p>Short-term</p>	<p>Richland County CASA</p>	<p>2 hours</p>	<p>Guardian Ad Litem Volunteers</p>	<p>Communication skills required to work with children and families, social work practice</p>

	will offer 2 hours of continuing education credit.						
Culturally Competent Child Advocacy	Syllabus: This training focuses advocates on how speaking up for a child of color is crucial. Participants will be able to explain the meaning of disproportionality and disparate outcomes and provide examples of each and utilize two National CASA resources to effectively address these issues. Volunteers will be able to identify how advocacy can positively impact disparate outcomes and influence safety and well-being of children. Lecture and group activities. 2 hours of continuing education.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Cultural competency
Well-Being of Children: Multi-Cultural Issues	Syllabus: GALs will learn to be aware of multi-cultural issues facing children in foster care. Content includes: Laws impacting Multicultural Issues. Multi-Ethnic Placement Act (MEPA), Indian Child Welfare Act (ICWA), Family Group Conferencing, Immigrant Children, Same Sex Marriage Status, LGBTQ issues, corporal punishment statute overview. Training will be lecture style with Power-Point, Question & Answer learning process. 2.5 hours of continuing education credit.	In-person	Short-term	Richland County CASA	2.5 hours	Guardian Ad Litem Volunteers	Cultural competency

Child Wellbeing: Monitoring, Gathering and Documenting Information #19	Syllabus: The course explores how to observe and gather information about child wellbeing. The importance of monthly monitoring reports and regular monthly visits in establishing the credibility of the volunteer and as a basis for requesting services is explained. Use of fact-based information in court report writing, court monitoring and other GAL activities is explained. Communicating and investigating effectively will help the volunteer advocate for services to positively impact the child. Lecture and Question & Answer learning process. 2 hours of continuing education.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Social work practice
Coaching for Safety and Permanency	Syllabus: Volunteer will receive coaching from their case manager/County Coordinator on issues of safety and permanency. The information is child focused and will review principles of safety and permanency as they relate to a volunteer's current case. The staff member will set action items collaboratively with the volunteer. The content is taught by individual instruction with a case manager/County Coordinator. 1 hour of continuing education.	In-person	Short-term	Richland County CASA	1 hour	Guardian Ad Litem Volunteers	Social work practice
Developing Support Documentation through Internet Resources #21	Syllabus: Volunteers will participate in an interactive demonstration on using the internet to assist with information gathering on which to base recommendations to include permanency to the judge. Volunteers will be able to gather a wide range of	In-person	Short-term	Richland County CASA	1 hour	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations

	information and evaluate the credibility of the sources. Sites include Public Index, in South Carolina and outside the state, and inmate search. Method: Demonstration. 1 hour of continuing education credit.						
Getting Started on Your New Case #22	Syllabus: Volunteers will complete a plan to review and work their new case, identify the issues involved, and gather the appropriate information to prepare a Merits Hearing Court Report. The content is taught by individual instruction with a case manager/County Coordinator. 1 hour of continuing education.	In-person	Short-term	Richland County CASA	1 hour	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations
Domestic Violence: Focus on Child Trauma and Safety	Syllabus: This training educates the Guardians as to the effects of domestic violence on children and families. The training supplies an understanding that traumatic reactions of children are different at varying developmental stages and educates the Guardians as to their roles and responsibilities in ensuring the safety of the children they serve. This content is taught by lecture. The volunteers receive 2 hours of credit upon completion	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	General Substance Abuse, domestic violence, and mental health issues
Domestic Violence: Focus on Local Support Systems #32	Syllabus: Guardians will learn about how local domestic violence shelters break the cycle of domestic violence by prevention through education, Intervention through safe shelter and transformation through support. It will be discussed what the impact of domestic violence has on the family, specifically on children.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	General Substance Abuse, domestic violence, and mental health issues



	The method of training will be a lecture with questions and answers. .2 hours continuing education credit.						
Fostering Resilience in Children Who Have Experienced Trauma	Syllabus: Based on the 7 Cs from the Youth Development Model, this presentation focuses on building resilience in children and youth. Young people live up or down to expectations we set for them. They need adults who believe in them unconditionally and hold them to expectations of being compassionate, generous, and creative while role modeling the essential building blocks of positive resiliency. Participants will learn about the 7 Cs concept which includes: Competence, Confidence, Connection, Character, Contribution, Coping and Control. Method will be lecture, Power-Point and Question & Answer. 1.5 hours of continuing education credit.	In-person	Short-term	Richland County CASA	1.5 hours	Guardian Ad Litem Volunteers	Activities designed to preserve, strengthen, and reunify the family, Child abuse and neglect issues
Safety of Children: Domestic Violence, Substance Abuse and Sexual Abuse	Syllabus: Guardian ad Litem volunteers will learn to advocate for safety of children involved in domestic violence, substance abuse and sexual abuse cases. Content includes: Definition of domestic violence, Causes/non causes of domestic violence, Statistics, Characteristics of abuser and victim, Barriers to leaving, Effects on children at varying ages, Characteristics of substance abusers and sexual abusers, characteristics of sexual abuse victims and	In-person	Short-term	Richland County CASA	2.5 hours	Guardian Ad Litem Volunteers	General Substance Abuse, domestic violence, and mental health issues

	Legal response to domestic violence, substance abuse and sexual abuse. Training will be lecture style with Power-Point, Question & Answer. 2.5 hours of continuing education credit.						
Substance Abuse-Recognizing the Signs	Syllabus: Law Enforcement presentation on local trends in drug use, drug activity in the community, safety issues for volunteer Guardians ad Litem. Method is lecture and Q&A. 2 hours of continuing education.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	General Substance Abuse, domestic violence, and mental health issues
The Impact of Childhood Trauma on Child Welfare Systems	Syllabus: The student will understand what constitutes trauma and how it impacts multiple functional domains across a lifetime. Identify key components of a child welfare trauma-informed system of care. Recognizing and responding to how trauma impacts those who work in a helping capacity. Lecture, activities and Q&A. 2 hours Continuing ed credit.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	General Substance Abuse, domestic violence, and mental health issues
Trauma Evidence-Based Treatments for Children and Youth	Syllabus: Provides an overview of what constitutes evidence-based practice and various evidence-based treatment models designed to work with children and youth who have experienced trauma. Highlighting components of models that South Carolina has focused on building capacity among providers of services, such as TF-CBT (Trauma Focused Cognitive Behavior Therapy) and resources for learning more about evidence-based models and locating evidence-based practitioners. Method will be lecture, Power-	In-person	Short-term	Richland County CASA	1.5 hours	Guardian Ad Litem Volunteers	Training on referrals to service

	Point and Q&A. 1.5 hours of continuing education credit.						
Child Well-Being: GAL Roles and Responsibilities	Syllabus: The GAL audience will learn effective ways of fulfilling their GAL responsibilities to advocate for child wellbeing. The teaching method will be a panel discussion of seasoned GALs discussing their biggest challenges in advocating in the best interest of the child and how those challenges can be met. Panel discussion will be guided through specific scenarios that a GAL might encounter in their role. The panel discussion will be followed by "lessons learned" lecture summary by staff. Lecture and Question & Answer. 2 hours of continuing education credit	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Social work practice
Court Expectations from Family Court	Syllabus: Court Expectations from Family Court Judges. This training is to educate GAL volunteers about judge's requirements and expectations from volunteer Guardians ad Litem in Court Proceedings. This will include testifying, monitoring and court reports. There will also be a Q&A session for volunteer Guardians ad Litem following the Judge's lecture. Volunteer GALS will receive 2.0 credit hours for this training.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations

Mandated Reporter Training	Syllabus: The training focuses on recognizing signs of child abuse and neglect. The session covers job classifications that are considered to be mandated reporters, how to report abuse and neglect, and Daniel's Law. 2 hours of continuing education credit. PowerPoint Lecture and Q&A.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Child abuse and neglect issues
Educational Advocacy	Syllabus: Volunteers will learn why it is important to be an educational advocate for a child, what they will be doing to improve educational results in an age specific way, and how to monitor progress. 2 hours of continuing education, lecture, practice and Q&A.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Child abuse and neglect issues
Cultural Competence: Issues facing LGBTQ Youth #69	Syllabus: Volunteers will explore the issues facing young people in foster care who identify as LGBTQ (Lesbian, gay, bisexual, transgender, questioning/queer). Volunteers will learn appropriate terminology and how to advocate for safety and other needs, and community resources available. Lecture and panel discussion, 2 hours of continuing education.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Cultural competency
Interviewing Children	Syllabus: Volunteers will learn techniques to interview children using age appropriate techniques. Structures of interviews, using open ended questions and avoiding leading questions will be reviewed. Lecture and class exercises will be used. 2 hours of continuing education.	In-person	Short-term	Richland County CASA	2 hours	Guardian Ad Litem Volunteers	Communication skills required to work with children and families

Courtroom Training, Reports and Recommendations #76	Syllabus: Volunteers will receive training in and out of the courtroom on writing court reports, writing child focused recommendations, and advocating for safety and permanence for children.	In-person	Short-term	Richland County CASA	1 hour	Guardian Ad Litem Volunteers	Preparation for and participation in judicial determinations
Training of Facilitators for Pre-Service Volunteer Training	Syllabus: Staff members will learn the principles and best practices for conducting the pre-service training of volunteers. The content is based on the National CASA TOF Curriculum. It is a blended learning experience including self-paced content, webinars, and 2 in person sessions. 16 hours of training.	In-person	Short-term	Richland County CASA	16 hours	Guardian Ad Litem Volunteers	Child abuse and neglect issues
Estimated total cost	\$ 2,359,822.70						
Cost allocation methodology	Costs for this item are covered by a contract. Funded by Title IV-E and State General Funds and are calculated according to the individual training topic.						

## **BSW Scholars Tuition Assistance Program**

The Child Welfare BSW Scholar Tuition Assistance Program (Child Welfare Scholars Program) is a program for students working towards their bachelor's degree in social work from South Carolina State University (SCSU), the University of South Carolina (USC), or Winthrop University (WU), who are also interested in a career in child welfare after graduation.

BSW scholars are accepted into the program receive tuition assistance from SCDSS in the amount of up to \$5,000 per semester for their final 3 semesters of school. BSW scholars will also complete their senior year internship at SCDSS. In return, BSW scholars will agree to obtain employment with SCDSS within 90 days of graduation and will maintain employment for a minimum of 2 years.

During the internship, SCDSS provides mentoring from credentialed staff, such that the BSW scholar is the primary beneficiary of the experiential learning. The goal for each BSW scholar is to conclude their experience in the program "career ready".

The SCDSS Human Resources Division, Workforce Developer administers the program. The social work program at SCSU, USC, and WU each have shared and equal stake in administering the program. The relationship between the universities and SCDSS is a partnership, and all entities collaborate to make shared decisions in the design and implementation of the program.

All member universities share information about the program with first semester junior students. Recruitment materials include program brochures, application materials, a SCDSS realistic job preview video, and program contact information. Recruitment activities target first semester juniors and begin in August. Student applications are due by the end of September, with panel interviews throughout the month of October. Scholar selections and admissions including student agreements occur throughout the month of November. Scholars begin the program in the Spring semester.

BSW Scholars Program							
Training Title	Brief Description	Setting	Duration	Training Provider	Approximate # of hours	Audience	IV-E administrative function(s)*
*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.							
Bachelor of Social Work: Scholars Program	Bachelor's level Social Work curriculum includes courses designed to prepare students for professional competencies across levels of social work practice. Competencies are informed by social work knowledge, values, skills, and processes. Students complete courses in social work practice across system levels, including theory, policy, and research. Graduates are prepared for a professional social work career, and/or for advancing their education in graduate school.	University of South Carolina, Winthrop University, South Carolina State University classroom settings, SCDSS internship	Long-term	University of South Carolina, Winthrop University, South Carolina State University in coordination with the SCDSS BSW Scholars coordinator	3 semesters	Students accepted into the BSW Scholars Program	Not applicable - as of June 2024 this program utilizes State General funds.
Estimated total cost	\$132,000						
Cost allocation methodology	This program is funded via State General funds. The estimated total cost is reflective of amounts paid during FY2023 - 2024. After confirming requirements are met, the University sends SCDSS a tuition invoice. SCDSS Accounts Receivable then processes the BSW Scholar's tuition payment directly to the University for actual costs up to the maximum amount of \$5,000.						

## Foster and Adoptive Provider Training

SCDSS is charged with establishing standards for foster and adoptive parent training to ensure uniform preparedness for those who care for children in foster care. Training is designed to impart skills, techniques, and methodologies to foster and adoptive parents to assist them in maintaining the safety, stability, and well-being of children who reside within their home.

All applicants must complete the SCDSS approved pre-licensure training which must include the following topics per regulatory requirements:

- An overview of the child welfare system including the legal rights, roles, responsibilities, and expectations of foster and adoptive parents; agency purpose, policies, and services; courts, and applicable laws and regulations
- Information, including, but not limited to, trauma concepts and behavioral management, to provide for the needs of the child who is or may be placed in the home; early learning; child and adolescent brain development; healthy eating; protective factors; child abuse and neglect prevention; grief, loss, trauma, and separation issues; independent living skills; internet and social media safety for kids; sex trafficking prevention and warning signs; and first aid (including CPR) for the ages of children in placement, and bloodborne pathogen

Training is designed to be easily accessible, combining the use of recorded webinars and virtual check-ins. It is designed to prepare prospective foster and adoptive families for the important journey of helping children and families heal from the effects of child maltreatment and move toward family stability and permanency.

SCDSS requires an additional 6-hour adoption training for all adoptive applicants. Foster parents who are in good standing, that select to move to adoption, do not need to retake pre-service training; however, they are required to take the adoption applicant training and be up to date with their recertification training hours.

Foster and adoptive parents are required to complete at least 15 training hours each year, or 30 hours prior to each license renewal (every 2 years). Health care oversight and psychotropic medication training is required each year and is the only training that is accepted twice within a 2-year period. Foster and adoptive parents, working closely with their licensing consultant, may select from a variety of resources to obtain the required training hours. All recertification training must be relevant to the foster or adoptive process; meeting the emotional, physical, or educational needs of the child; or the impact fostering or adopting has on the family.

All kinship caregivers pursuing kinship foster home licensure are strongly encouraged to participate in the hybrid pre-service training or the kin specific training called Caring for Our Own. Training may be waived in some circumstances. Should a kinship foster family decide they wish to foster children unknown to them and they have non-safety waivers applied to their current license, the kinship family must complete all the additional requirements for non-kin licensure.



**Training Activities Contracted to the South Carolina Foster Parent Association**

Training Title	Brief Description	Setting	Duration	Training Provider	Approximate # of hours	Audience	IV-E administrative function(s)*
<p>*This column is used to determine if allowable Title IV-E federal matching funds are available and to calculate the IV-E reimbursable portion of training costs, based on 45 CFR 1356.60 and the Child Welfare Policy Manual Section 8.1H.</p>							
<p>Orientation and Pre-Service Training</p>	<p>Orientation will be provided to interested persons seeking to become a licensed foster home, kinship caregivers, and/or adoptive resource. Orientation shall include an overview of the public child welfare system, information about the children and families served by the public child welfare system, and the role of foster parents, kinship caregivers, and/or adoptive resources within the child welfare system. This orientation will provide an overview of the child welfare system, information regarding the children and families service, the difference between the different providers, and the role of the prospective provider. The trauma informed preservice training shall be designed to deepen the prospective foster parent, kinship caregivers, and adoptive resources understanding of the child welfare system and the role within the system. This training shall incorporate adoption specific training and Health Care Oversight and Psychotropic Medication (in which SCDSS will provide both to the Contractor) to give families the required information needed. The training shall also allow prospective foster, kin/fictive kin, and adoptive parents to apply their understanding to case scenarios and to learn more about the impact of childhood trauma and the behavioral and medical health care needs of children who are in foster care</p>	<p>Combination virtual instructor-led and classroom</p>	<p>Short-Term</p>	<p>SCFPA</p>	<p>32 hours</p>	<p>Prospective foster parents, kinship caregivers, and adoptive parents</p>	<p>Foster Parent Training</p>

Recertification Trainings	Training for all licensed foster parents, kinship caregivers, and adoptive resources to ensure they are adequately trained with the knowledge and skills relating to the Reasonable and Prudent Parent Standard; Human Trafficking Awareness Training; Visitation training; Shared Parenting training; Health Care Oversight and Psychotropic Medications; training dealing with trauma and children within the system and how this affects them	Combination virtual instructor-led and classroom	Short-Term	SCFPA	30 hours	Prospective foster parents, kinship caregivers, and adoptive parents	Foster Parent Training
CPR/First Aid/Blood Borne Pathogens	Training regarding CPR, First Aid and Bloodborne pathogens as required by the Foster Home and Adoption Regulations	Combination virtual instructor-led and classroom	Short-Term	SCFPA	2 hours	Prospective foster parents, kinship caregivers, and adoptive parents	Foster Parent Training
Estimated total cost	\$ 414,775.00						
Cost allocation methodology	Costs for this item are covered by a contract. Fund sources include IV-E and IV-B and are calculated according to the cost allocation plan.						

Below is a full list of specific courses available through the SCFPA.

<b>Training Activities Conducted by SCDSS for Adoptive and Foster Providers</b>	
<b>Training Title</b>	<b>Brief description</b>
Discipline 101: Why we do it and how we approach it	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• show how important discipline is in helping to prepare children for a successful future</li> <li>• present discipline as teaching, not punishment</li> <li>• help foster parents understand how their experience affects how they view and perform discipline</li> <li>• present the points on discipline that are given in the handbook Time for Learning About Foster Care</li> <li>• promote respect for the child in all discipline</li> <li>• help foster parents understand proactive and reactive approaches to discipline</li> <li>• understand the special discipline challenges foster parents face and how they can meet these challenges</li> </ul>
Helping foster children develop self-esteem	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• show the importance of self-esteem to children's development and well-being</li> <li>• help foster parents understand what approaches do and don't promote self-esteem in children</li> <li>• teach some specific techniques foster parents can use to help the children in their care develop self-esteem</li> </ul>

Parenting children with attachment disorders	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• Define and explain attachment disorders</li> <li>• Help foster parents recognize problem behaviors associated with attachment disorders and why affected children behave as they do</li> <li>• Give foster parents some basic information and strategies for parenting children with attachment disorders</li> </ul>
Drug affected infants and toddlers	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• explain the problems a variety of drugs, including OPIDs pose for children</li> <li>• offer practical advice to caregivers on safely settling these children into care and helping them with meth-related issues</li> </ul>
Fostering fundamentals: In this together - Understanding your role as a foster, kinship care, or adoptive parent	<p>This training will</p> <ul style="list-style-type: none"> <li>• cover some of the basics like looking at the purpose of foster care within the larger mission, vision and values of SC DSS</li> <li>• define the roles for foster parents, kinship care foster parents, adoptive parents, biological parents, DSS &amp; Child Placing Agencies, and the SC Foster Parent Association</li> <li>• help you understand how your roles and responsibilities intersect with and interact within the team at SCDSS and/or your Child Placing Agency and the SC Foster Parent Association</li> </ul>
Dust and clutter and bugs and other facts of life: A family affair	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• facilitate discussion of home maintenance challenges as common problems to help foster parents talk openly and honestly about them</li> <li>• stress the importance and present the benefits of keeping these things under control</li> <li>• offer and facilitate sharing of tips on handling the challenges and taking advantages of the teaching opportunities they present</li> </ul>
Vying with lying: Best parenting approaches	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• help foster parents understand children's lying</li> <li>• offer best parenting approaches to dealing with lying</li> </ul>
Dealing with stealing: Best parenting approaches	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• help foster parents understand children's stealing</li> <li>• offer best parenting approaches to dealing with stealing</li> </ul>
Working with the schools for educational success	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• Stress the importance of ongoing parental involvement in foster children's schooling</li> <li>• Offer tips and facilitate discussion on how to be involved in foster children's education</li> <li>• Explain and facilitate discussion on Personal Pathways, within the context of the new education laws</li> <li>• Share Personal Pathways guidelines for each level of schooling, from kindergarten to adulthood</li> <li>• Give foster parents links to additional resources</li> </ul>

<p>Living and working with teens - Yes you can</p>	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• Engage participants' memories of what it was like to be a teen and help them apply those memories to parenting and working with teens</li> <li>• Present a general outline of adolescent development</li> <li>• Facilitate discussion on the developmental challenges of adolescence, with emphasis on additional challenges for many foster teens</li> <li>• Present the "ten tasks of adolescence" as a guide for what teens need to accomplish for successful and happy adulthood</li> <li>• Emphasize the importance of relationship and connection in helping teens develop optimally and prepare for a successful future</li> <li>• Offer a problem-solving model that can be taught to teens for their present and future use</li> <li>• Present and facilitate sharing and discussion on tips for parenting and working with teens</li> </ul>
<p>Child sexual abuse and its implications for foster parents</p>	<p>This training is intended to</p> <ul style="list-style-type: none"> <li>• Define child sexual abuse</li> <li>• Explain and facilitate discussion on the signs and symptoms of child sexual abuse and how these fit into patterns of behavior</li> <li>• Remind foster parents about on-line predators</li> <li>• Offer some suggestions on parenting children and teens who have been sexually abused</li> </ul>
<p>Sticks and stones: Labels, labeling, and better ways</p>	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Understand what labels are and how we use them</li> <li>• See how labels affect all of us, with emphasis on the children in our care</li> <li>• Use label-free ways of thinking and communicating</li> <li>• Begin to undo the harm that earlier labeling has done</li> </ul>
<p>Let's eat out - or not - Eating problems in foster children</p>	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Be familiar with eating problems and disorders most commonly seen among children in care</li> <li>• Understand how eating problems have developed and are manifest in children in their care</li> <li>• Deal with "fussy" eating, hoarding, and other common problems</li> <li>• Know when to get professional help</li> </ul>
<p>Loss and grief in foster care</p>	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Define and describe loss and grief</li> <li>• Examine some common factors in loss and grief of all kinds</li> <li>• Better understand birth parents' reactions to removal of children</li> <li>• Understand foster children's losses and how their behaviors and moods are related to them</li> <li>• Gain perspective on their own loss and grief when foster children move on</li> <li>• Develop some strategies for dealing positively with loss and grief on everyone's part</li> </ul>
<p>Helping our children deal with anger</p>	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Understand the nature and complexity of anger</li> <li>• Distinguish between the emotions and the behaviors involved in anger</li> <li>• Understand additional trauma-associated anger factors for many foster children</li> <li>• Deal effectively with anger felt and expressed by the children in their care</li> <li>• Help the children in their care learn to understand their anger and handle it constructively</li> </ul>

Parenting with cultural competence	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Understand the meaning of culture and diversity</li> <li>• Become aware of their cultural biases and able to deal with them positively</li> <li>• Understand what cultural competence is and why it matters in life generally and parenting in particular</li> <li>• Understand why it's important for the children they're parenting to develop cultural awareness, identity, and acceptance.</li> <li>• Be able to parent with greater cultural awareness and competence</li> <li>• Help their foster children develop their own cultural identity and become culturally competent in their own right</li> </ul>
Parenting children who've been sexually abused	<p>This training builds on the earlier curriculum Child Sexual Abuse and Its Implications for Foster Parents. It is intended to help participants</p> <ul style="list-style-type: none"> <li>• Review the nature, signs, and symptoms of child sexual abuse and how it affects development and behavior</li> <li>• Understand the challenges and risks of foster parenting children and teens who have been sexually abused</li> <li>• Know the best ways of helping children and teens who are sexually acting out</li> <li>• Lessen the risks while helping children and teens who've been sexually abused get back on path developmentally and socially</li> </ul>
Building a bridge: Partnering with birth parents for positive outcomes	<p>The objectives of this training are to help participants</p> <ul style="list-style-type: none"> <li>• Identify their feelings about birth families</li> <li>• Identify barriers to partnering with birth families</li> <li>• Understand the benefits of working with birth families, or shared parenting</li> <li>• Know some ways they can forge partnerships with birth families, to the extent possible</li> <li>• Set specific personal goals toward shared parenting</li> </ul>
Water safety for children	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Understand why it's crucial to know about water safety for children</li> <li>• Look at the scope of hazards involving children and water</li> <li>• Learn safety strategies to prevent drowning and other water disasters</li> </ul>
Documentation in daily foster care	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Understand the importance of documenting concerns, successes, and other things on children in care</li> <li>• Know what should be documented in addition to any required documentation</li> <li>• Know how to document usefully</li> <li>• Use several formats for documentation</li> <li>• Understand how documentation functions in teamwork and advocacy for foster children</li> <li>• Know how documentation can help in partnering with birth parents and in family reunification and adoptions</li> </ul>
Teaching kids to manage money	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Understand the importance of teaching money management to kids in their care</li> <li>• Consider some ways of doing this that are appropriate for ages and developmental levels</li> </ul>
Mentoring for resource and adoptive families	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Understand what mentoring means for resource and adoptive families</li> <li>• See the benefits of mentoring, including the retention of resource homes for foster children</li> <li>• Know what makes successful mentors and good mentoring relationships</li> <li>• Have some hands-on ideas for mentoring</li> <li>• Begin to develop plans for mentoring, becoming mentors, and/or finding the mentoring they need</li> </ul>

Visitation in out-of-home care	<p>This training is intended to help participants:</p> <ul style="list-style-type: none"> <li>• Understand what visitation is and what its purposes are</li> <li>• Understand the potential benefits of visitation</li> <li>• Understand the caregiver's role in visitation</li> <li>• Know some ways to make visitation successful</li> <li>• Assess and deal with possible problems related to visitation</li> </ul>
Life book - A child's story	<p>This training is intended to help participants:</p> <ul style="list-style-type: none"> <li>• Become familiar, or more familiar, with the Live Book</li> <li>• Understand its purposes and importance</li> <li>• Have some ideas for creating and/or continuing a Life Book for children in their care</li> <li>• Know resources to consult for more help with a Life Book</li> </ul>
Easing transitions in foster care	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Understand the nature of transition</li> <li>• Recognize the transitions in foster care and their characteristics</li> <li>• Understand the trauma involved in these transitions and some of their consequences</li> <li>• Help children go through transitions in positive ways</li> <li>• Deal positively with their own emotions around transitions</li> <li>• Set goals for handling current, pending, and future transitions</li> </ul>
Teaching kids to calm themselves	<p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>• Understand how what may seem like "bad behavior" in our children may be a response to trauma</li> <li>• Understand self-calming as one of the skills necessary to resilience, competence, and emotional intelligence</li> <li>• Know some positive ways to teach kids to calm themselves</li> </ul>
Competence in children	<p>Competence is necessary for children's development, well-being, and ultimate success in life. Like self-calming, resilience, and emotional intelligence—and overlapping in many ways with these qualities—competence can make the difference between healthy development and increasing damage to a child's psyche. Trauma negatively affects the development of brain and body and can greatly impede the development of competence. But with love, persistence, and steady guidance we can in most cases begin to undo the damage and get children on a better path.</p> <p>This training is intended to help participants</p> <ul style="list-style-type: none"> <li>- Understand competence in children, what it is and how it works</li> <li>- Know how child competence relates to self-calming, resilience, and emotional intelligence in children's development and health</li> <li>- Know how trauma can undermine the development and maintenance of competence</li> <li>- Learn some ways to help children acquire, build on, maintain, and positively use competence</li> </ul>
Emotional intelligence in children	<p>Emotional intelligence in all ages is of crucial importance in self-satisfaction, self-control, positive relationships, and general life success. It is part of a packet of qualities including personal competence, resilience, and the ability to calm ourselves. Indeed, there are many overlaps among these abilities, and in practice they bolster each other. Emotional intelligence, like all these qualities, is learned to a large extent by observation and practice; ideally this starts early and builds as a child develops and receives positive feedback. The children in our care, however, have suffered trauma, often repeatedly, and thus had their capacity for building emotional intelligence damaged.</p>

Building resilience in children	Resilience is a quality that can make all the difference in a life. As children suffer trauma, they are robbed of the opportunity to build the resilience we all need for self-esteem, control over how we deal with ups and downs, and healthy relationships with others. Indeed, building resilience in the face of abuse, including neglect, is an uphill battle. Fortunately, it isn't an impossible one.
Stages of development and how trauma effects development	Stages of Development and how Trauma Effects Development This training consist of two modules taken from Heartfelt Calling, Pre-service training for foster and adoptive applicants. The first module deals with: Child and Adolescent Development and covers the Process and Stages of Development, Factors That Affect Development, and How to Use This Information (2 hours if presented alone) the second module deals with: Trauma and Its Effects and covers What Is Trauma?, The Trauma of Child Maltreatment, Loss and Grief: More Trauma, and The Effects of Trauma (2 hours if presented alone) These two modules can be combined to form a 3 to 4 hour training.
Reasonable and prudent parenting	This training is intended to help participants <ul style="list-style-type: none"> <li>• Learn about the federal law regarding Normalcy and Prudent Parenting</li> <li>• Understand the concept of Normalcy</li> <li>• Know why Normalcy is important in our children's lives</li> <li>• Understand the Reasonable and Prudent Parent standard and how it relates to Normalcy</li> <li>• Understand South Carolina's law and policy relating to Normalcy and Prudent Parenting</li> <li>• Have an opportunity to discuss and practice Normalcy and Prudent Parent guidelines and application in care</li> </ul>
Sibling connections - keeping them strong	This workshop aims to relay the importance of sibling visits as a family reunification strategy. Participants will 1) understand how sibling visits help maintain the sibling bond, 2) understand the requirements of Michelle H. Settlement for sibling visitation, and 3) Learn and practice strategies for maintaining/strengthening the sibling bond during and between sibling visits.
The circle of courage - reclaiming our youth at risk	The Circle of Courage is a model designed and promoted originally by educators and youth workers Larry Brendtro, Martin Brokenleg, and Steve Van Bockern in their book Reclaiming Youth at Risk. As explained on the Circle of Courage Website, <a href="http://www.circleofcouragenz.org/ourphilosophy.htm">http://www.circleofcouragenz.org/ourphilosophy.htm</a> , the model "integrates Native American philosophies of child rearing, the heritage of early pioneers in education and youth work, and contemporary resilience research." Further, "The Circle of Courage is based on four universal growth needs of all children: belonging, mastery, independence, and generosity." These four areas, or domains, are depicted in the Circle of Courage model, to be given as a handout to all training participants. The model should be used throughout as a visual reminder.
Loving and letting go	At the end of this training foster parents will understand the definitions and warning signs of Compassion Fatigue, Burnout and Secondary Traumatic Stress and the Stages of Loss and Grief. Foster parents will learn strategies for managing their experiences of Loss and Grief from loving and letting go of the children they serve and general strategies for preventing Compassion Fatigue.
Understanding what GPS means for foster parents	Participants will learn about the Guiding Principles and Standards (GPS) developed by the SCDSS. They will learn about the values, guiding principles, and core practice skills that SCDSS uses to improve practice and outcomes with children and families. They will learn what to expect from their case manager and supervisor and from the system. They will learn how and when they are supposed to be including as a member of the team. They learn about how to apply these same principles to their work as a member of the team and when working with birth families to support reunification when possible.

Visitation awareness training	Visitation is an essential part of a child's well-being and fundamental to permanency. This training will address the purpose and importance of visitation. It will address the importance of maintaining family connections not only among children in care and their parents, but also among siblings, and other relatives. Visitation will be defined and means of contact (not only face-to-face) will be addressed.
Shared parenting	This training is designed for foster parents, a parallel training is being designed for workers. The purpose of Shared Parenting is to change the attitudes that foster parents, birth parents, and case workers have about working together in an effort to co-parent. With the help of a case worker, foster parents and birth parents can positively interact with one another to create a parenting environment that is best for the child. This training will provide foster parents with the skills they need to encourage them to act as mentors and "agents of change" to the birth parents. The training will also address how visitation can be used to facilitate parenting skill building with the birth parent.
Safe sleep and abusive head trauma (shaken baby)	Objectives: <ul style="list-style-type: none"> <li>• Understand the ABC's to Safe Sleep and reducing Sudden Unexpected Infant Death (SUID).</li> <li>• Understand Abusive Head Trauma (Shaken Baby), how it happens, how it affects children, and how it can be prevented.</li> </ul>
Adoptive parent training	This curriculum is designed to assist applicants interested in adopting a child through SCDSS. Attention is given to educating the family on the philosophy, dynamics, and principles of adopting. Through this curriculum, families will learn about the child, their development, their feelings and behavior, and how this affects an adoptive placement. The family will be encouraged to understand themselves, their motivation, and expectations in adopting. Families will learn about the significance of the child's past in building their future. Families will learn how to respond and address problematic issues; they will learn how to access community resources. Families will understand disruptions and dissolutions.
SCFPA Pre-Service Webinar Module 1	Child Development, attachment, separation, grief, and loss, trauma-related behaviors, trauma-informed parenting, parenting a child with sexual trauma, impact of substance use, effective communication
SCFPA Pre-Service Webinar Module 2	Family reunification, foster care - a means to support, managing children's connections, cultural humility, parenting children in racially and culturally diverse families, healthcare oversight, eat this not that, ensuring children's safety
SCFPA Pre-Service Webinar Module 3	Creating a stable, nurturing, and safe home, preparing for and managing intrusive questions, reasonable and prudent parenting, APPLA, kinship parenting, maintaining connections after adoption, CAIP, building resiliency