

VIRGINIA CHILD WELFARE STAFF AND PROVIDER TRAINING

Virginia's Process for Providing Initial Training:

Child welfare training for local department staff that originates from VDSS is now developed entirely either within the Division of Family Services (DFS), initiated at local departments of social services (LDSS), or through the Division of Local Training and Development. This new training division name was changed from the previous, Division of Workforce Development and Support (WDS) so that it would better reflect our role within VDSS and our focus on training for local departments of social services. The required competency-based statewide child welfare training system is delivered by a team of four instructor-led curriculum developers and two eLearning developers. LTD is comprised of a Division Director, 17 part-time trainers, one training delivery supervisor, one curriculum development supervisor, one eLearning development supervisor, one systems data and support supervisor, five administrative support/LMS registrar staff, and a training program manager. Training that comes out of DFS is largely driven by guidance and regulations and is conducted by VDSS staff from the home or regional offices. Training for local, department-approved providers is primarily provided by a contract with several universities and is based on the Parent Resources for Information, Development, and Education (PRIDE) curriculum.

Virginia Child Welfare Training Model:

The pre-service Core child welfare training developed is the legacy training system that started more than 25 years ago as the comprehensive, competency-based child welfare in-service training program, based on a model used in Ohio. Established supervisor and caseworker core competencies have guided the development of several documents to inform LDSS directors, supervisors, and caseworkers on how to best integrate training and maximize learning in order to improve child welfare services. LTD is tasked with providing initial pre-service training, based on these core competencies, for newer staff, as well as ongoing in-service training for supervisors and experienced workers. LTD was established to elevate training across the Human Services Portfolio and is composed of the trainers, curriculum and eLearning developers drawn from Benefit Programs, Child Care, and Family Services divisions. The purpose is to bring together the diverse yet similar training programs in a way that creates a synergy of resources, content, delivery and partnerships with local departments of social services. The ultimate goal is to increase opportunities for LDSS employees statewide to learn and apply the critical content needed to perform their job duties. The LTD Director and Training Manager maintains close contact and is immersed in the Division of Family Services management meetings to support all training needs of the division. Additionally, the LTD Training Manager participates in the Prevention/Protection Advisory Committees, Permanency Advisory Committees, Child Welfare Advisory Committees and Court Improvement Project Committees to collaborate on identifying key training needs and solutions. Curriculum developers also participate in quarterly regional advisory meetings and weekly policy analyst and management meetings to keep up to date on needed training revisions and any possible new development needs. The LTD staff also collaborates with regional practice consultants and LDSS supervisors on identifying new training needs and feedback on current training development.

The LTD pre-services and in-service child welfare training model is outlined in four phases of training development and delivery – Needs Assessment, Instructional Design, Preparation and Delivery, and Evaluation. LTD has worked to communicate with the local agencies and other divisions within VDSS on several training best practices using this LTD Training Model.

Training Needs Assessment:

- Partnership with division program managers, policy analysts, and federal partners to collaborate on needed competencies and learning objectives for on-the-job proficiency
- Collaboration on identification of needed skills and critical thinking to conduct various aspects of child welfare work to follow guidance, regulations, and protocols.

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- Involving internal and external stakeholders in developing new curriculum, including an LDSS review of on-line curriculum and classroom piloting of new course materials

Instructional Design Phase:

- Transfer of learning activities before, during, and after training
- Training is offered in variety of modalities: classroom, blended, eLearning, micro-learning with a major conversion to all distance learning model due to COVID-19 beginning in March 2020. LTD continues to use virtual instructor-led training, as this has proven to be beneficial to LDSS staff time, reduction in travel costs, and comparable rate of learning.
- Use of *Secrets to Amazing Curriculum*, developed by Charmaine Brittain, MSW, Ph.D. and Brenda Lockwood, MA of Butler Institute for Families, University of Denver, for training all curriculum developers of all child welfare curriculum and maintain fidelity to our training model.
- Robust curriculum development (Instructor-led and eLearning) using the ADDIE curriculum development model as outlined in the Family Services Training Standards Manual
- Assessment for revision follows a standard 2-year review cycle with assigned curriculum developer conducting an assessment for revision based on publication dates and last review date as documented in the Revision Guide. Each child welfare pre-service and in-service curriculum changes are recorded in the Revision Guide to track all curriculum changes in Trainer Guide, Handouts, Visual Aids, blended eLearning content, Transfer of Learning Activities, or Resource Material used in each specific training and also serves as a means of curriculum version control. This Guide is also used when responding to any FOIA requests for training content during specific timeframes for any of our learners. Annual reviews are conducted based on new program guidance updates, changes in code, and regulations in specific training course content designated in the Virginia State Training Plan – see Attachment A. Additional revisions may include literature reviews, trainer feedback, course evaluation survey results, program manager, regional practice consultants, and subject matter expert reviews.
- Program staff and LDSS subject matter experts (SME) involvement in development and course review with program sign-off of approval

Training Preparation and Delivery:

- Trainer certification process demonstrates required knowledge and skills, yearly evaluation and review, completion of training for trainers (T4T), use of the Trainer Workshop Model to prepare trainers to deliver new curriculum and best practices from the division programs. The workshop provides specific training on new training concepts, policies, and practices in a peer-to-peer roundtable discussion format with focus on key facilitation skills and training content.
- Pilot training evaluation summary of each activity and information is shared with the team responsible for training the specific new course.
- Trainers and curriculum developers participate in bi-monthly conference calls, webinars, and transmittal policy/guidance trainings, and they attend professional development workshops to stay current with best practices
- Increased use of recorded webinars transformed into eLearning on specific timely topics

Evaluation:

- Use of course evaluation surveys implemented using Qualtrics data metrics following the Kirkpatrick Model for training evaluation process.
- Development of new post-tests analysis to measure learner engagement and effectiveness of training through measuring learning objectives.

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- Trainer feedback provided through supervisor for monitoring on-going training delivery issues with curriculum content, materials, and technology.
- SME participation in course review and feedback provided to align training materials with best practices.
- Use of Revision Guides to document all curriculum changes and track version control.
- Final program manager sign-off of all post pilot revisions and final training publications.
- Planning for a more robust application evaluation to on-the-job roles with surveys sent to workers and their supervisors at key points in the training completions at 3 weeks, 6 weeks, and 12 weeks to begin July, 2023.

Training delivery is provided to all **120 local departments of social services** utilizes the following training delivery methods:

eLearning/Blended	Recorded Webinar	Virtual Instructor-led	Microlearning
<ul style="list-style-type: none"> -Structured course or learning experience delivered electronically -Learners experience the content just-in-time -Self-paced and self-directed format -Can include text, video, audio, animation, and virtual environments -Blended uses both online and instructor led for discussion, feedback, and assessment of skills -Realistic practice and real-world context 	<ul style="list-style-type: none"> -Instructor led webinar with engaging activities, discussions, videos, case scenarios and resources that is recorded and put into eLearning format -Can pause for group discussions -Can attach resources and quizzes to check understanding -Demonstrate application of information systems 	<ul style="list-style-type: none"> -Instructor facilitating the course content -Demonstration of skills with feedback Engagement using polls, breakouts, chat, annotations, videos. -TOL activities before, during, and after -Supervisor TOL -Critical thinking and application of relevant case scenarios 	<ul style="list-style-type: none"> -Short and engaging method of imparting knowledge or information with a specific objective -Just-in-time, easily accessible and relevant -Improve efficiencies and outcomes -Demonstrate application of information systems

All online course prerequisites must be completed prior to enrolling in the webinar series in the COVLC and is monitored using the required training console in our LMS. Required training will continue to be delivered through online courses and live virtual webinar series, now indicated by a "W" after the course number. LTD successfully converted all required pre-service training for child welfare new workers and supervisors to virtual instructor-led and instructor-led classroom learning during this reporting period.

From January 1, 2022, to December 31, 2022 (CY22), there were a total of **8700** training completions of Local Training and Development sponsored child welfare training:

- Approximately **679** child welfare staff in local departments of social services completed one or more required **39** pre-service courses, totaling **8700** completions.

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- Approximately **679** child welfare staff in local departments of social services completed one or more **87** online on-demand child welfare courses, totaling **26,605** completions.

This includes data from all 120 local department of social services. LTD provides initial training for new employees through the Division of Family Services Program Specific Required Training Plans.

In CY22, LTD provided **493** instructor-led training events from January 1, 2021 to December 31, 2021 with a total of **8,700** completions which is an increase from CY21. The total number of completions of online courses in CY22 was **26,685** which is an increase from CY21.

Table 1. New Hires and Completion Rates for Pre-Service Training

Dates	# New hires required to complete training	# of New Worker completions	# of New Worker Incompletes
January 1, 2022 – December 31, 2022	679	8700	47 VLC Inactivation

All child welfare workers are hired at the local agencies to perform specific program specific job roles, with some small agencies hiring child welfare workers to perform multiple programs job functions.

Table 2. Training Completions for January 1, 2022 – December 31, 2022

Protection – Child Protection Services	558 (multiple programs, intake, prevention)
Prevention – In-Home Services	38
Permanency – Foster Care and Adoption	83

Additional information gathered from survey data from LDSS workers is included in Items 26 and 27 regarding completion of training within required timeframes (initial and ongoing).

Weekly LTD Training Dashboard:

Since the implementation of the required training console on the statewide learning management system (LMS), all new child welfare workers are automatically informed of their training requirements and training is tracked within set time periods for completion. Supervisors are sent automated emails with training requirements for their staff. The use of the LMS required training console has greatly improved the completion of required training for new Family Services Specialists and supervisors within the designated time frame. A weekly LTD Training Dashboard is created from the LMS data and distributed to VDSS leadership and local department of social services directors in partnership with the Division of Local Engagement and Services to each of the five VDSS Regional Office Directors. This data includes a running completion count of all classes broken down by regions for the fiscal year, absent from training no show rates identified by agency and learner, weekly count of class sessions offered, outstanding training requirements by learner and agency, and a summary of trainer evaluation survey results. Additionally, the regional consultants are requesting training reports on agencies they are working with on reviews. Adding additional support staff to provide LMS registrar duties has increased our capacity to provide these necessary training reports so we can monitor valuable data to assist in our training delivery and planning processes. Online enrollment status and class schedules are posted on the LTD Fusion website and updated weekly for all training classes, including open seats availability for quick enrollments in the VLC. All training course materials are also posted on the LTD Fusion website for learners to download or supervisors to have access to training course content. The supervisor TOL forms are also provided on the LTD Fusion website for easy access.

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All new worker training begins with foundational online training on mandated reporting, OASIS Information System Overview, and an overview of the child welfare system in Virginia. All of these assigned pre-requisites must be completed prior to enrollment in the program specific new worker guidance with OASIS training. Decisions as to when staff may carry a case is determined at the local agency level with most agencies determine caseloads following completion of New Worker Guidance with OASIS, CPS Intake, Assessment, and Investigations, Engaging Families and Building Trust-based Relationships, Sexual Abuse Investigations, and Out of Family Investigations.

Calendar Year 2022 Family Services Instructor-led Course Completions

Courses: Instructor-led (ILT) and Virtual Instructor-led (VILT) W=Webinar	Events	Completions	Average
CWS1000W: In-Home Services New Worker Guidance Training	15	339	23
CWS1021W: The Effects of Abuse and Neglect on Child and Adolescent Development	21	405	27
CWS1031W: Separation and Loss Issues in Human Services Practice	15	246	16
CWS1041W: Legal Principles in Child Welfare	12	315	21
CWS1061W: Family Centered Assessment in Child Welfare	19	381	25
CWS1071W: Family Centered Case Planning in Child Welfare	18	290	19
CWS1305W: The Helping Interview: Engaging Adults for Assessment and Problem-Solving	20	397	26
CWS2000.1W: Child Protective Services (CPS) New Worker	13	330	22
CWS2010W: In-Home Services Skills	11	193	13
CWS2011W: Intake, Assessment, and Investigation in Child Protective Services	12	232	15
CWS2020W: On Call for Non-CPS Workers	9	134	9
CWS2021W: Child Sexual Abuse	12	199	13
CWS2031W: Sexual Abuse Investigations	10	144	10
CWS2141W: Out of Family Investigations	9	218	15
CWS3000.1W: Foster Care New Worker Training	13	233	16
CWS3010W: Adoption New Worker Training	11	208	14
CWS3015W: Adoption Assistance	6	101	7
CWS3021W: Promoting Birth and Foster Parent Partnerships	9	132	9
CWS3041W: Working with Children in Placement	9	132	9
CWS3061W: Permanency Planning with Teens	8	106	7
CWS3071W: Concurrent Permanency Planning	10	200	13
CWS3081W: Promoting Family Reunification	10	143	10
CWS3101W: Introduction to the PRIDE Model	6	35	2
CWS3103W: Mutual Family Assessment	5	43	3
CWS4015: Trauma-informed Child Welfare Practice: Identification and Intervention (Classroom)	15	157	10
CWS4015W: Trauma-Informed Child Welfare Practice: Identification and Intervention	13	224	15

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CWS4020: Engaging Families and Building Trust-Based Relationships (Classroom)	12	158	11
CWS4020W: Engaging Families and Building Trust-Based Relationships	13	248	17
CWS4030W: Family Partnership Meeting Facilitator Training	10	96	6
CWS4080W: Kinship Care in Virginia	17	361	24
CWS5011W: Case Documentation	20	434	29
CWS5305W: Advanced Interviewing: Motivating Families for Change	20	366	24
CWS5307W: Assessing Safety, Risk, and Protective Capacity	21	398	27
DVS1001W: Understanding Domestic Violence	29	531	35
DVS1031W: Domestic Violence and its Impact on Children	19	358	24
SUP5701: Principles of Leadership	9	90	6
SUP5701W: Principles of Leadership	3	38	3
SUP5702: Management of Communication, Conflict, and Collaboration	5	52	3
SUP5705: Trauma-Informed Leadership and Developing Organizational Resilience Culture	4	33	2
Sum or Average	493	8700	15

Calendar Year 2022 Family Services Online Course Completions	
Content Title	Completions
VDSS - CWSE1002: Exploring Child Welfare (Module 1)	669
VDSS - CWSE1002: Exploring Child Welfare (Module 2)	656
VDSS - CWSE1002: Exploring Child Welfare (Module 3)	647
VDSS - CWSE1002: Exploring Child Welfare (Module 4)	637
VDSS - CWSE1006: Reasonable Candidacy (Candidacy Determination)	250
VDSS - CWSE1041: Legal Principles in Child Welfare	385
VDSS - CWSE1050: VEMAT Rater Training (Module 1)	100
VDSS - CWSE1050: VEMAT Rater Training (Module 2)	92
VDSS - CWSE1050: VEMAT Rater Training (Module 3)	89
VDSS - CWSE1050: VEMAT Rater Training (Module 5)	85
VDSS - CWSE1071: Introduction to SafeMeasures	67
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) – CPS (Module 1)	489
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 2)	50
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 3)	457
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 4)	444
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 1)	300
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 2)	243
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 3)	239

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VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 4)	219
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 5)	210
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 6)	201
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 7)	199
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 1)	487
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 2)	467
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 3)	449
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 4)	440
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 5)	433
VDSS - CWSE1515: Introduction and Intake (module 1)	237
VDSS - CWSE1515: Safety Assessment (module 2)	224
VDSS - CWSE2020: On Call for Non-CPS Workers	189
VDSS - CWSE2021W: Child Sexual Abuse Dynamics	268
VDSS - CWSE2090: Injury Identification in Child Welfare	285
VDSS - CWSE2141W: Introduction to Out of Family Investigation	220
VDSS - CWSE3015: Adoption Assistance Screening Tool	165
VDSS - CWSE3020 Educational Stability for Children and Youth in Foster Care	22
VDSS - CWSE3030: Normalcy for Youth in Foster Care	222
VDSS - CWSE3040: Introduction to Virginia and Neighboring Tennessee Borders	2
VDSS - CWSE3042: Interstate Compact on the Placement of Children (ICPC)	71
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 1)	28
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 2)	28
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 3)	30
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 4)	24
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 5)	22
VDSS - CWSE4000: Identifying Sex Trafficking in Child Welfare	405
VDSS - CWSE4015: Introduction to Trauma-Informed Child Welfare Practice	440
VDSS - CWSE4025: AFDC Relatedness (Module 3)	174
VDSS - CWSE4025: Annual Judicial Reviews (Module 5)	128
VDSS - CWSE4025: Determining initial Title IV-E eligibility (Module 2)	163
VDSS - CWSE4025: Getting started in Title IV-E (Module 1)	192
VDSS - CWSE4025: Payment Accuracy (Module 6)	129
VDSS - CWSE4025: Placement and Licensing (Module 4)	141
VDSS - CWSE4030: Introduction to Family Partnership Meetings	190
VDSS - CWSE4050: Psychotropic Medications and the Child Welfare System	338
VDSS - CWSE4051 Psychotropic Medication Consenter	78
VDSS - CWSE4060: Family Search and Engagement	543
VDSS - CWSE5011: Case Documentation	628
VDSS - CWSE5020: Introduction to the Indian Child Welfare Act (ICWA)	170

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VDSS - CWSE5501: Substance Abuse (Module 1)	259
VDSS - CWSE5501: Substance Abuse (Module 2)	246
VDSS - CWSE5501: Substance Abuse (Module 3)	268
VDSS - CWSE5501: Substance Abuse (Module 4)	230
VDSS - CWSE5692: Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect	886
VDSS - CWSE6000: State Hotline	3
VDSS - CWSE6010: Working with Families of Substance Exposed Infants Module 1	307
VDSS - CWSE6010: Working with Families of Substance Exposed Infants Module 2	273
VDSS - CWSE7000: Family First in Virginia (Module 1- Overview of Family First)	322
VDSS - CWSE7000: Family First in Virginia (Module 2- Opening an In-Home Services Case)	300
VDSS - CWSE7000: Family First in Virginia (Module 3- Service Planning for In-Home Services)	264
VDSS - CWSE7000: Family First in Virginia (Module 4- Monitoring the Delivery of In-Home Services)	243
VDSS - CWSE7000: Family First in Virginia (Module 5- Goal Achievement and Case Closure)	228
VDSS - FSWEB1000: Psychotropic Medications and Issues in Foster Care	24
VDSS - FSWEB1001: Getting Started with Coaching	17
VDSS - FSWEB1003: The Journey to Practice Enhancement	1
VDSS - FSWEB1004: Diversion Data Reporting Tool Pilot Project	3
VDSS - FSWEB1005: Fostering Futures Transmittal Training	10
VDSS - FSWEB1006: Investigating Financial Exploitation	14
VDSS - FSWEB1008: Adoption Resources Exchange of Virginia (AREVA) & AdoptUSKids	0
VDSS - FSWEB1009: The Role of CPS in Supporting Fatality Review Teams	4
VDSS - FSWEB1010: Child Protective Services Appeals Training	37
VDSS - FSWEB1011: Using the Practice Profiles Assessment Toolkit	3
VDSS - FSWEB1012: CPS Regulations Revised 2017	12
VDSS - FSWEB1013: The Coaching Conversation	15
VDSS - FSWEB1015: Educational Stability for Children in Foster Care	8
VDSS - FSWEB1016: Virginia Children's Services Practice Model Implementation Study	3
VDSS - FSWEB1018: Virginia's Title IV-E Child Welfare Stipend Program New Student Orientation	3
VDSS - FSWEB1019: Case Documentation in Child Welfare	92
VDSS - FSWEB1020: APS Case Documentation	58
VDSS - FSWEB1021: Overview of the JLARC Improving Virginia's Foster Care System Report	0
VDSS - FSWEB1022: Promoting Safe and Stable Families Program (PSSF)	13
VDSS - FSWEB1024: Substance Exposed Infant Decision Tree Tool	31
VDSS - FSWEB1026: This Is Trauma Informed FPM Facilitation: Fidelity to the Model	192
VDSS - FSWEB1027: Swift and Savvy Actions to Improve Safety Outcomes	27
VDSS - FSWEB1028: It's All Relative – Supporting Kinship Care	61

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VDSS - FSWEB1029: Quality Visits and Visitation	30
VDSS - FSWEB1030: Supervision of Trauma Informed Practice	19
VDSS - FSWEB1035: Resource, Foster and Adoptive Home Approval	16
VDSS - FSWEB1036: Domestic Violence Decision Tree Tool	43
VDSS - FSWEB1037: Welcome to the Leadership Institute	10
VDSS - FSWEB1038: Using Data to Improve Practice & Performance	2
VDSS - FSWEB1039: How to Develop and Conduct a Webinar Using GoToWebinar and GoToMeeting	5
VDSS - FSWEB1040: Promoting Safe and Stable Families (PSSF)	20
VDSS - FSWEB1043: Revised SDM Intake Tool	12
VDSS - FSWEB1044: Practice Foundations Guidance and Engagement	144
VDSS - FSWEB1045: In-Home Services Kick Off Directors Meeting	4
VDSS - FSWEB1046: In-Home Services Kick Off Supervisor and Family Support Specialist	6
VDSS - FSWEB1047: Creating a Kin-First Culture - The Value of Kinship Care	59
VDSS - FSWEB1048: Creating a Kin-First Culture: How to Maintain Family Connections and Work with Kin	35
VDSS - FSWEB1049: Creating a Kin-First Culture: Making Informed Choices: Kinship Placement and Permanency Options	44
VDSS - FSWEB1050: Resource Family Transmittal Training	16
VDSS - FSWEB1051: In-Home Support Webinar: Are you a random decision maker?	18
VDSS - FSWEB1053: In-Home - What Do You Need to Know?	106
VDSS - FSWEB1054: In-Home - Collective Assessment and Planning	88
VDSS - FSWEB1055: In-Home – Assessment Driven Service Delivery	73
VDSS - FSWEB1056: In-Home - Behavior-Based Safety Goal Attainment	77
VDSS - FSWEB1057: In-Home: Engaging Relatives for Assessment and Planning	90
VDSS - FSWEB1058: In-Home: Engaging Fathers in Assessment and Planning	84
VDSS - FSWEB1059: In-Home Guidance Transmittal Training	73
VDSS - FSWEB1061: Foster Parent Bill of Rights and Dispute Process and Resource Family Training	32
VDSS - FSWEB1062: Child Fatality Decision Tree Tool	28
VDSS - FSWEB1063: Child Fatality Investigative Team Collaboration	4
VDSS - GAME4000: Engagement in Action	8
VDSS - GENE2000: Regulation and Resilience: Self-care Practices for Frontline Workers and Supervisors	12
VDSS - SUPE5710W: Coaching Overview	21
VDSS- CWSE5000 Preventing Premature Case Closure in In-Home Services	233
Sum	26685

VDSS is exploring solutions to improving data collection for needed trainings based on new hires. We are in the process of deploying a new Learning Management System (LMS) called HR Connect that will utilize all Human Resources hiring data and the LMS training completions. Data regarding training is obtained from the COVLC (Learning Management System) which is managed by Virginia Department of Human Resource Management and administered by VDSS. Efforts are underway to improve data

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collection regarding training attendance and completions. LTD continues to address a lack of learning reinforcement and coaching by supervisors when a worker returns from training is of concern. Our supervisors are emailed course specific Transfer of Learning activities for the supervisor to implement when the learner returns to on the job. Planning on implementation of a post-training implementation survey to learners and their supervisors at three intervals will measure the impact of training on the learner's ability to perform their job duties. This training evaluation measures is slated to begin July 1, 2023, with quarterly results being collected and shared with the CQI and QAA teams to measure the transfer of learning in training with the skills being demonstrated on the job.

Work continues to best determine which courses will be best delivered in the classroom and which courses can remain in a virtual instructor-led webinar platform. LTD began providing our Leadership Institute core supervisor training in cohort two-day classroom training events, as these courses have not been trained during the pandemic. Consideration for which courses will return to the classroom is based on the trainer's experience with delivery of course content, course evaluations, and the following breakdown in the levels of learning in the course objectives with direct application and skill learning taking a higher priority. Both application and skill learning require direct observation and learner feedback from the trainers which is more conducive in the classroom setting and require more critical thinking applications from the learners.

A review of the learning levels in each of the course curriculum:

- **Awareness** – Provides an overview and/or introduction to the topic; examples of learning activities include lecture, discussion, video, quiz, brainstorm activity, guided imagery.
- **Knowledge** – Provides comprehensive factual information to develop a cognitive framework; examples of learning activities include lecture, discussion, brainstorm activity, debates, video, knowledge quiz, game, storytelling, matching activity.
- **Application** – Links the knowledge of a topic to how it can be applied to the job; examples of learning activities include case studies, application, discussion, small group activity, journaling, demonstrations, games, problem solving. (classroom)
- **Skill** – Performs or actually experiences a task or activity; examples of learning activities include demonstrations, modeling, experiential activities, role plays, simulations. (classroom)

The child welfare training courses currently being delivered in the instructor-led classroom include the following:

CWS4020: Engaging Families and Building Trust-based Relationships,

CWS4015: Trauma In-formed Practice in Child Welfare Identification and Intervention

CWS2041: Child Fatality Investigations

SUP5701: Principles of Leadership

SUP5702: Management of Communication, Conflict & Collaboration

SUP5703: Enhancing Staff Performance and Growing a Team

SUP5704: Critical Issues in Family Services Supervision

SUP5705: Trauma-Informed Leadership and Developing Organization Resilience Culture

Additionally, LTD has partnered with the Virginia League of Social Services Executives, Professional Development Committee to offer a new quarterly cohort four non-consecutive days training: **EIL6000: Foundations for Executives** in October and November 2022. This new training provides key executive training for all new directors of local departments of social services and aligns with our Leadership Institute training for supervisors.

Course Development:

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CWSE3040: Introduction to Virginia and Neighboring Tennessee Border Agreements - In this eLearning, participants will learn the timeframes for submissions, contacts and tasks for proper implementation of the TN/VA border agreement, the forms that are utilized and the termination of the border agreement.

CWSE5010: Advocating for Child and Adolescent Mental Health Services – Required In-Home Services

This online course provides basic information on working with local behavioral health and managed care providers to connect children and families to services. This training explores how to monitor services and build collaborative relationships with youth and families connected to needed behavioral health services. This course covers how mental health providers determine if a child, youth, or families qualify for services; the functions of various mental health providers; what to expect from behavioral health providers; and learn strategies to advocate for appropriate services for clients.

CWS2041: Child Fatality Investigations – 2 days (In development):

This course is for Family Services Specialists who conduct CPS Investigations and is recommended for supervisors the work of CPS Investigations. During this interactive course, learners will explore the critical issues that impact the investigation of child fatalities and practice essential skills to perform the more complex and challenging aspects of these investigations.

Topics include:

- The investigation process—goals, roles, preparation, and requirements
- Collaborating with Law Enforcement, the Commonwealth’s Attorney, and other Multidisciplinary Team (MDT) members
- Understanding child fatality causes and SAFE sleep practices
- Interviewing involved parties
- Assessing and planning for the safety of siblings and other involved children
- Evidence collection, including crime scene observation and obtaining medical records
- Working with Regional Consultants
- Completing the Preliminary Child Fatality/Near Fatality form and the National Case Reporting Tool
- Understanding the role of and working with the Medical Examiner
- Understanding Child Fatality Review Teams and preparing for participation
- Professional self-care and resources for support and resilience

Prerequisites: CWS2011W: Intake, Assessment, and Investigation in Child Protective Services

This course will pilot in Q2 2023 and will eventually become a blended course with an eLearning covering policy and protocol materials and then an instructor-led component to address the emotional trauma involved in child fatality cases in the local agencies.

CWSE4060: Family Search and Engagement – This online course that refers to a collection of strategies that help locate and engage family members and fictive kin for children. These strategies aim to find relatives and other important adults who can provide permanent homes for children and youth, or caring, lifelong support networks that can provide relational permanence if relatives are unable to care for children in their homes. Pre-requisite for CWS4080.

CWS4080W: Kinship Care in Virginia – This course will provide workers and supervisors with the family-centered and culturally responsive knowledge and skills necessary for making assessments and decisions regarding the appropriateness of relatives as placement and permanency planning resources for children requiring out-of-home care. This two-day training provides learners the opportunity to: ground their knowledge in the history and legal mandates of relative care; explore the values inherent in child

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welfare practice and working with relative caregivers as well as personal values that influence the way we assess and plan with families; deepen understanding of the importance of cultural competency and the dangers of stereotyping the families who are potential relative caregivers; and examine the process for determining relatives' capacity and motivation to provide safe and stable placements and serve as potential permanency resources for children who need out-of-home care.

Prerequisite is CWSE4060

Training Evaluation:

The DFS conducted a statewide survey on staff training to determine whether and to what extent the intended target population, Family Services Specialists, are receiving required trainings within designated timeframes and how effective receipt of the mandatory trainings are, as defined by the Kirkpatrick evaluation model below.

The Kirkpatrick evaluation model has four levels:

- Reaction (positive or negative) – end of the training session required evaluation survey.
- Learning (acquisition of knowledge, skills, attitude, and confidence from training) – measured through post-tests currently being developed for each course.
- Behavior (application of knowledge and skills learned) – measured through collaboration with supervisors transfer of learning process.
- Results/Outcomes (degree to which targeted outcomes occur as a result of training) – collaboration with DFS CQI process to measure results of behavior/practice changes in casework for key measures.

To properly evaluate the effect of a training event according to the Kirkpatrick model, job functions must be properly defined per agency to determine which training mandate is most applicable. Once Job Function Profiles are completed, data systems that contain the necessary information to apply a training mandate must be integrated. This essential information includes job function, date of hire, and completion of mandated trainings. This information is compiled to create one helpful tool, which reflects achievement of training mandates, by agency, and initiates continued quality improvement analysis efforts, based on the Kirkpatrick model. This process has led to multiple recommendations, including system interventions that must be undertaken in order to create the data necessary to properly measure the effect of a training event on a trainee, according to the Kirkpatrick model. Other recommendations include individualizing surveys per course, including pre-test and post-test components to properly measure learning, and to use achievement of a training event as a proxy for achievement of a necessary competency, so that stage 4 results or outcomes can be measured as a part of the CQI process. Additionally, plans are being made to conduct a statewide bi-annual Training Needs Assessment in conjunction with the VDSS Division of Research and Planning.

The LTD post training evaluation survey has been converted into the Qualtrics platform and analysis was conducted on both old and revised survey questions during this reporting period. Qualtrics is web-based software that allows the user to create surveys and generate reports without having any previous programming knowledge. Qualtrics enables you to do surveys, feedback and polls using a variety of distribution means. Results can be viewed in reports and can be easily downloaded. The LTD implemented surveys through Qualtrics due to the inadequacies of analytics in the current Learning Management System (COVLC). Every learner is sent a link from the program, and it combines the data into a singular spreadsheet through Microsoft Excel and also provides graphics with analytics. The following data metrics were compiled using the new Qualtrics software and provides specific training evaluation trends for CY2022.

Annual Evaluation Survey Analysis:

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LTD Training conducted an annual end of the class evaluation survey analysis where learners reported a significant training satisfaction and impact on all instructor-led surveys. Macro-level descriptive statistics by course have helped inform the project to this point. Important findings include:

- Overall survey **response rate of 87%** from 1/1/22 to 12/31/22.
- “Before this training, my understanding of the topic was:” averaged 3.28 on a 5-point scale, while ‘After this training, my understanding of the topic was:” averaged 4.17, justifying training impact. **(Survey 1)**
- “Before this training, my understanding of the topic was:” averaged 3.41 on a 5-point scale, while ‘After this training, my understanding of the topic was:” averaged 4.18, justifying training impact. **(Survey 2)**
- Participants with less reported knowledge before the course also showed the greatest gain in reported understanding after the course,
- All learners reported improvement of understanding of the topic.
- Highest attendance for DVS1001W: Understanding Domestic Violence with 531 learners for Calendar Year 2022.
- Second highest attendance was for CWS5011W – Case Documentation with 434 learners for Calendar Year 2022.
- “The course content will improve my practice and ability to perform my responsibilities” was the highest graded comment on **Survey 1**.

#	Answer	%	Count
1	Strongly disagree	1.04%	19
2	Somewhat disagree	0.16%	3
3	Neither agree nor disagree	3.28%	60
4	Somewhat agree	17.50%	320
5	Strongly agree	78.02%	1427
	Total	100%	1829

- “The course content will improve my practice and ability to perform my responsibilities” was the highest graded comment on **Survey 2**.

#	Answer	%	Count
1	Strongly disagree	0.17%	10
2	Somewhat disagree	0.43%	25
3	Neither agree nor disagree	5.24%	302
4	Somewhat agree	23.27%	1341
5	Strongly agree	70.89%	4086
	Total	100%	5764

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Cost Allocation Report:

During this reporting period, LTD staff met with VDSS Division of Finance staff to review the Virginia Child Welfare State Training Plan Matrix and the cost allocation report process for all required child welfare training and allocate all costs on a quarterly basis to appropriate state and federal grants and programs. The VDSS Virginia Learning Center (COVLC) Learning Management System Administrator is charged with verification of completion of all classroom training conducted quarterly. Each course is provided a cost code and verified by a Financial Analyst from the VDSS Federal Accounting Branch. When a new course is requested to be placed in the COVLC, the course owner is required to verify the cost code via the VLC Learning Management System Administrator and validate the cost code with the appropriate representation of the VDSS Federal Accounting Branch. At the end of the quarter, the LMS Administrator will report against the COVLC and submit the quarterly report to the VDSS Federal Accounting Branch.

Child Welfare Stipend Program

The Virginia Title IV-E Child Welfare Stipend Program (CWSP) provides exceptional MSW and BSW students the opportunity to prepare for a career in public child welfare. CWSP students receive financial support in exchange for a legally binding commitment to work in a public child welfare position in foster care, adoption, or in-home services in Virginia immediately following the completion of their Social Work degree program. Child welfare-specific course work, a public child welfare internship, completion of state child welfare trainings, and child welfare-specific seminars are also mandatory program components. For each year of enrollment in the CWSP, students commit to working one year in a foster care/adoption/in-home services role at a local department of social services (LDSS) following graduation. Funding is provided to partner universities to award stipends on a semester-by-semester basis for CWSP students.

The Title IV-E CWSP has been implemented in phases, by student cohort, in order to sustainably grow the program. Initially, VDSS partnered with Radford University, then expanded to George Mason, Norfolk State, and Virginia Commonwealth Universities, and then with East Tennessee State University's, Abingdon, Virginia location (ETSU-Abingdon).

In FY16, a CWSP State Coordinator position at VDSS was created and hired. The full time equivalent (FTE) State Coordinator performs administrative functions of the program, fiscal management and sub-recipient monitoring reviews at each university, and monitors each university's progress toward contract goals and deliverables. The State Coordinator is also responsible for highlighting the program through state level and community-based representation; and, enhancing the program's efficacy and relevance through collaboration with intra- and inter-agency programs, including professional development and child welfare leadership advisory councils. The State Coordinator ensures that relevant state initiatives are incorporated into the curriculum and specialized seminars. The State Coordinator also approves required course electives, monitors and provides guidance in the student recruitment and selection processes, and meets regularly onsite and via teleconferences with university CWSP faculty and staff. The CWSP Program Coordinator is a dedicated position where 100% of work assignments are administrative functions of the CWSP.

In FY17, Radford University was designated as the pilot site for the CWSP and a Principal Investigator (PI) and University Coordinator were established. The pilot began with a small cohort of three students in the initial re-establishment stage of the CWSP.

In FY18 and FY19 the CWSP expanded to include five partner universities. In FY18, two cohorts of 10 students each began at each of the four "full cohort" schools, including George Mason University,

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Norfolk State University, Radford University, and Virginia Commonwealth University. In FY19, the program expanded to include a “partial cohort” university at ETSU’s Abingdon campus. As a result of the COVID-19 pandemic, ETSU’s Abingdon campus ceased operations in July 2021, resulting in the closure of the stipend program with that partner.

In FY20 and beyond, VDSS continues to explore strategies to enhance and expand the program as appropriate, based on demonstrated workforce needs and demands. In 2022, VDSS enhanced the program in the following ways:

1. Providing all-cohort training – with the expansion of virtual platforms, all university CWSP cohorts, field instructors, and regional advisory committee members had multiple opportunities to come together for joint training, and other collaborative learning opportunities.
2. Further expanded the use of technology – case carrying MSW stipend students in LDSS field placements were provided iPads with COMPASS mobile in order to provide a critical learning opportunity to prepare students for future employment.
3. Employment workshops – upcoming graduates were provided with the opportunity to participate in enhanced employment workshops that were developed in collaboration with all university coordinators and included graduate panels, mock interviews, and resume building assistance.

2022 Updates

In 2022, 11 BSW and 59 MSW students were enrolled in the CWSP across the four partner universities. Recruitment for the 2021-22 academic year was robust, with 129 applications received and 68 accepted, for an overall acceptance rate of 52%. A total of 45 CWSP students graduated in academic year 2022, of which 26% graduated with a BSW degree and 74% graduated with an MSW degree. These graduates have gained full-time, qualifying foster care and/or adoption employment throughout the five regions of the Commonwealth: 29% in the northern region; 23% in the eastern region; 14% in the central region; 31% in the piedmont region; and, 3% in the western region of the state.

In 2022, universities recruited for the 2022-23 academic year as well, receiving 86 applications and accepting 60 new students for a cross-cohort acceptance rate of 69%. Thirty-eight CWSP students are set to graduate in spring 2023. Applications to the stipend program trended downward in 2022, like application rates seen by universities, which the CWSP will continue to monitor closely.

CWSP partners and VDSS engaged in dialogue and planning sessions throughout 2022 to address equity in recruiting and retaining CWSP students reflecting diversity, equity and inclusion. Each partner implements strategies that are meaningful and relevant to their unique student populations. In 2023, partners will continue to engage to address recruiting gaps and needs at each university and within hiring procedures in local agencies to bolster and support a diverse and inclusive workforce.

The CWSP provides students with required trainings, coursework, and university-specific and all-cohort seminar opportunities throughout their time in the program. Students have access to the full complement of state trainings via the Virginia Learning Center, allowing them to access suggested and required trainings. All CWSP students are required to take the following training prior to graduation: Foster Care New Worker Policy; In-Home New Worker Policy; Case Documentation; Legal Principles in Child Welfare; Child Dependency Case Planning in JDR District Courts. In addition to required training, students enroll in university-specific required electives in public child welfare policy and practice.

Universities offer a variety of university-specific and all-cohort seminar opportunities each semester. Seminar topics have included: Families First Act 101; Substance Use Disorders: Recovery Ally Training; Elements of Family Partnership; Using Motivational Interviewing to Engage Families in Child Welfare; Transracial Adoption; Bridges Out of Poverty; Re-Imagining an Anti-Racist Child Welfare System; and Trauma-Informed Motivational Interviewing.

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Each university partner has well established Regional Advisory Committees, which are composed of LDSS leadership, university child welfare faculty, state CWSP leadership, and community partners. Meetings are convened quarterly to discuss child welfare workforce needs, gain feedback on how students and graduates are performing in the field, address any barriers to programmatic or student success, and design curriculum and para-curricular activities, including topical seminars, case simulations, employment workshops, and other events. In 2022, 34 LDSS actively participated on a Regional Committee, and three child serving agencies contributed actively.

All partner universities have entered a new contract phase of the MOA process and VDSS anticipates renewing agreements with all four partner universities to be effective July 1, 2023. VDSS will continue to assess the capacity and appropriate cohort size for each partner university in future years, based on a university's ability to consistently fulfill contract deliverables, including demonstrated recruitment and retention of qualified applicants who can be successful not only in the program, but in fulfilling employment payback requirements as well.

Title IV-E CWSP program structure:

1. Program State Coordinator – Responsible for the direction of the project; supervision of staff; fiscal oversight; liaison between the Department and universities; curricular and administrative matters; reporting; and program evaluation.
2. Principal Investigators - Participating universities have designated an existing staff member as Principal Investigator (PI). The PI provides institutional oversight and shares supervisory responsibility over the program's University Coordinators. The PI is expected to hold a level of authority within their department and dedicate a portion of their time towards title IV-E Child Welfare Stipend Program activities. Additionally, the PI will be responsible for overseeing program evaluation activities, developing program evaluation reports, and participating in the Regional Advisory Committee associated with their university.
3. University Coordinator – Responsible for recruiting/accepting students into the program; monitoring and tracking student progress; oversight of field instruction placement and arrangements; assisting in post graduate transition of students; and monitoring fulfillment of student commitments.
4. Regional Committees – Responsible for reviewing and informing curriculum; identifying regional training/workforce needs in LDSS; hosting/supporting regional supplemental trainings and seminars to address specialized competencies and focus areas for students and field instructors; providing field placements and supervision/instruction to CWSP students. Membership is comprised of LDSS directors and supervisors, private child-welfare agency supervisors, CWSP alum, and university Child Welfare faculty.
5. DFS Director, and Assistant Directors – Responsible for reviewing and approving program policies, organizational structure and overarching program goals; review and provide feedback on annual reviews; provide input and guidance on program activities on an ongoing basis as needed; approve student selection criteria and on appeals and/or program grievances.

The CWSP incorporates high-quality supplemental training seminars, mandated state foster care and in-home services trainings, and required Child Welfare electives. Regional Committees provide universities with the information necessary to craft regionally responsive trainings and curricula based on workforce and population-driven needs in the surrounding LDSS. Regional Committees also provide a forum through which valuable stakeholder relationships are built, providing access to community-based expertise, social capital, and important connections to field placement and future employment opportunities within LDSS.

CWSP university and state staff gather data each year related to applicant/recipient demographics and characteristics; graduate exit survey responses; and initial workforce entry information. Baselines are

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established and data is tracked annually in conjunction with university partners, employing LDSS, and stipend graduates. Program evaluations will be conducted at a minimum of once every four years and will include data on the success and challenges of CWSP in terms of participant recruitment, completion, retention, and satisfaction. VDSS evaluated program graduates' perceptions of strengths/areas of growth in programmatic content, experiences in transitioning to full-time LDSS employment, and factors within their employing agency that indicate culture, climate, retention and recruitment.

In future years, additional reporting on outcome measures will also be conducted to evaluate CWSP staff, contractual conditions and procedures, fiscal operations, and overall effectiveness of the program's recruitment and retention of qualified staff in child welfare. LDSS staff will be asked to evaluate the preparedness of the CWSP graduates upon their initial employment or return to their respective agencies. CWSP graduates will be asked to evaluate the degree program in which they were enrolled; their levels of satisfaction with the stipend program; their perceptions of preparedness for their agency roles after graduation; and, their job satisfaction after securing employment or return to an agency.

Program Goals and Metrics

Overarching Program Goal: To cultivate and retain a highly skilled workforce that can effectively carry out the agency practice model and improve child welfare outcomes.

Measurable Outcomes and Expectations

The Title IV-E CWSP's metrics are based on a standard metric used as a measure of program success, to include data around if the students fulfill their work repayment term; if they stay beyond their term; and, if so, where and in what capacity. These outcomes are reported at a minimum of every four years as an element of the program evaluation process. Data trends, results of Exit Surveys, and other related measurement mechanisms are reported via an Annual Report made available to stakeholders and associated partners.

FY 2024 Projection - CWSP

VDSS Cost	State Match	Federal Match	Total Category Cost
1 Program Coordinator (25/75 match)	\$18,750	\$56,250	\$75,000
Benefits (39% of salary) (25/75 match)	\$7,313	\$21,938	\$29,251
Administrative Cost (including Travel) (50/50 match)	\$7,500	\$7,500	\$15,000
Promotional and Marketing (50/50 match)	\$3,500	\$3,500	\$7,000
Total	\$37,063	\$89,188	\$126,250

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Full Cohort Partners - George Mason, Norfolk State, Radford and Virginia Commonwealth Universities	State Match	Federal Match	Category Cost/School	Cost x 4 Full Cohort Universities
1 University Coordinator (25/75 match)	\$19,750	\$59,250	\$79,000	\$316,000
Benefits (25/75 match)	\$10,175	\$30,525	\$40,700	\$162,800
1 PI Cost (5% of PI salary) (25/75 match)	\$2,500	\$7,500	\$10,000	\$40,000
PI Benefits (portion only; corresponding to % on project) (25/75 match)	\$961	\$2,889	\$3,850	\$15,400
University Indirect (20% excluding Stipend) (50/50 match)	\$15,400	\$15,400	\$30,800	\$123,200
Misc. Administrative Costs (including Travel) (50/50 match)	\$3,300	\$3,300	\$6,600	\$26,400
Course Content (25/75)	\$825	\$2,475	\$3,300	\$13,200
82 Stipends Ranging 15-29 depending on contract (25/75)	\$51,250	\$153,750	\$205,000	\$820,000
Total	\$104,161	\$275,189	\$379,250	\$1,517,000
Total University Cost (4 schools) including 82 Stipends	\$416,644	\$1,100,356	\$1,517,000	

Total CWSP Program Cost		
State Match	Federal Match	VDSS Cost + Cost of 4 Universities
\$453,707	\$1,189,544	\$1,643,251

Expenses related to direct education administration and university indirect costs receive a fifty-fifty match rate between state and federal funds. Stipends, salaries and all other expenses are provided at a federal match rate of 75% and a state match rate of 25%, factored down by the current IV-E penetration rate.

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Child Welfare Employee Education Assistance Program

In accordance with federal requirements, VDSS requires that Virginia's Child Welfare Stipend Program (CWSP) recipients be enrolled in full-time BSW/MSW programs. This excludes current LDSS employees who want to remain employed while attending school part-time from participation. VDSS is committed to providing education support to LDSS employees who wish to obtain advanced Social Work degrees. These employees are demonstrating their commitment to LDSS agencies and to the clients with whom they work. Additionally, because they are already working in the field, they will be well prepared for the challenges they may face post-graduation. In FY18, VDSS created a Child Welfare Employee Education Assistance Program (CWEEAP) to assist full-time LDSS employees enrolled in a part-time MSW degree program at a participating stipend university. The participating CWEEAP partner universities include George Mason, Norfolk State, Radford, and Virginia Commonwealth Universities. Recipients will either already be working in foster care, adoption, or in-home services, or be committed to transferring into such a role upon graduation.

In FY19, the first year of hosting CWEEAP participants, the program filled the 10 available slots and also filled the 10 available slots for FY20 with new and returning students. Two CWEEAP students graduated in 2021, continuing in their agency roles or taking promotional opportunities within foster care/adoption.

VDSS extends the reimbursement funding opportunity equitably across the state, when there is competitive demand (i.e. no more than two employees from the same local agency, no more than two from the same region, when competitive and based on the current capacity of 10 slots).

Program Components

CWEEAP participants receive educational assistance in the form of tuition reimbursement following each successfully completed semester, up to a maximum of \$5,000 per student per academic year. In return, students enter into a legally binding commitment for continued employment (during the program and following graduation) at their LDSS agency, either continuing in or transferring to a foster care, adoption, or in-home services role. The work repayment term correlates reasonably with the CWEEAP funding time period in the MSW program: for each year of CWEEAP funding toward part-time MSW tuition and fees reimbursement, six months of continuous, same-agency employment following graduation is required. To receive tuition and fees reimbursement, a recipient is required to submit to VDSS copies of university-issued invoices noting tuition and fees; proof of payment; and proof of acceptable grades (minimum of a 3.0 GPA). Tuition and fees are reimbursed up to \$2,500 per semester (not to exceed \$5,000 per year), given the recipient maintains eligibility. When a program participant qualifies for the Advanced Standing program at any participating university, reimbursement of up to either \$2,500 or \$5,000 is provided following completion of the summer semester, depending on how many credits the student has taken. Total reimbursed funding to any recipient is capped at \$20,000.

CWEEAP participants are required to complete a LDSS foster care/adoption/in-home services field practicum if they do not have recent, previous, or current paid, public agency foster care/adoption/in-home services work experience. Like traditional stipend students, CWEEAP recipients are required to successfully complete the Foster Care New Worker Policy state training, if not completed during their employment within the past five years; and are required to successfully complete the stipend-required Child Welfare Policy and Practice electives prior to graduating. CWEEAP participants also have access to child welfare topical seminars offered to traditional stipend students at each partner university.

Application/Selection Process

VDSS accepts up to 10 students in the program per year. These participants are full-time employees of a LDSS and already accepted into a MSW program at a partner university. Applicants must submit an application, a writing sample including three essay questions, a recommendation/letter of support signed

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by their agency Director, proof of MSW program acceptance at a participating university, and participate in a phone or in-person interview with the State Coordinator. Selection is based on a combination of the above criteria with priority given to employees with prior work experience in foster care, adoption or in-home services.

Offering the CWEEAP does not replace or restrict the ability of any LDSS agency to offer an Employee Educational Award Program (EEAP). While an employee cannot receive both CWEEAP and LDSS EEAP funding simultaneously, those LDSS with an existing EEAP program can encourage additional employees to apply for funding through the CWEEAP. This additional funding option for those agencies with an EEAP already in place serves to increase the number of employees in the agency who are being supported toward Social Work degree attainment. And, for the many LDSS unable to secure the local match required in offering an agency-based EEAP, the CWEEAP provides an otherwise unavailable opportunity for employees to attain a MSW degree.

Administration of the CWEEAP

The current VDSS Child Welfare Stipend Program State Coordinator administers the CWEEAP, supervised by a Division of Family Services Assistant Director. Duties include: fiscal and programmatic oversight; coordination with partner universities' MSW program staff, field departments, and scholarships and financial aid offices; monitoring and coordination of participant state training, required electives completion and appropriate field placements; continued program eligibility and academic progress; tracking of post-graduation work repayment requirements; and overall program evaluation. There are no administrative costs associated with the CWEEAP. Any title IV-E or VDSS funding is strictly limited to reimbursing selected employees' MSW program tuition and fees costs.

FY 2024 Projection – CWEEAP

Program Cost	State match*	Federal match	Total cost
Up to 10 employees - new and returning (\$5,000 max/each) – reimbursement for tuition and fees	\$12,500	\$37,500	\$50,000