

## Virginia Child Welfare Staff and Provider Training

The Division of Family Services (DFS) maintains the comprehensive mandated in-service CORE child welfare training system. This statewide competency-based skills training system is delivered by a team of five curriculum developers (three of them do both eLearning & instructor-led development), 17 part-time trainers located statewide, a trainer coordinator, a training administrative support staff, learning management system registrar contractor, and a training program manager. Regional training center staff provide the Administrative support for training delivery in four of the five VDSS Regional Offices. VDSS program staff from the Home or Regional Office conduct the program specific on-going guidance training (guidance transmittal training).

The training developed by the DFS is the legacy training system that started over thirty years ago as the “comprehensive, competency-based child welfare in-service training program” based on a model used in Ohio and implemented through the Virginia Commonwealth University School of Social Work. 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. DFS Training provides initial in-service training, based on these core competencies, for newer staff as well as training for supervisors and experienced workers.

In March, 2013, guidance in both Child Protection and Permanency established new mandates for an initial in-service training program for CPS, Foster Care and Adoption workers and for all new supervisors and those with less than two years of experience. Family Services Programs also provides subject matter expert (SME) trainings for experienced workers based on assessed needs of local staff and program staff. The assessments are an ongoing process as a part of the evaluation system as well as being a bi-annual assessment survey topic. The SME trainings offered regionally and through statewide webinars. These training sessions help to fulfill the mandated 24 hours of continued education hours for experienced workers required after two years of employment. Continuing education activities are credited toward the 24 hour requirement are pre-approved by the LDSS supervisor. Continuing education activities may include organized learning activities from accredited university or college academic courses, continuing education programs, workshops, seminars and conferences. Documentation of continuing education activities is the responsibility of the LDSS with the help of a tracker job aid provided by DFS Training.

Currently, the Division of Family Services maintains its own statewide training program with our motto of “Transforming Practice Through Skill-Building” offering competency-based training for frontline staff and supervisors in fundamental skills and essential best practices. The DFS training system continues to be structured as competency-based training for both supervisors and caseworkers. Our competency-based training is supported by a definable list of competencies that are a statement of knowledge and skill required for workers to do a job task effectively and represent fundamental and essential best practice. These competencies help guide the development of each training curricula and identify needed skill sets needed to perform the job in the LDSS agencies.

There are mandated core training requirements for each program area designed for new Family Services Specialists but also recommended for other staff that needs to develop fundamental knowledge and skills necessary for best practice. These training opportunities are accomplished through the strategic

venue of five regional training centers located within the regional offices, with an additional training center in the Eastern Region to handle larger numbers needing training and geographic issues to reduce travel time. DFS training is delivered in both classroom and online courses that meet the critical needs of the workforce. All classroom training is conducted in a six hour training day (9:00 to 4:00) and tracked in the COVLC, our statewide Learning Management System (LMS).

DFS Training has worked to communicate with the local agencies and other divisions within VDSS on several training best practices including the following:

- Partnership with Division Program Managers, Policy Analyst, & Federal Partners
- Robust curriculum development – using the ADDIE Model with development timelines to track agile workflows
- Involves internal & external stakeholders in development of new curriculum – LDSS staff review new on-line curriculum and classroom piloting of new course materials to serve as subject matter experts
- Transfer of Learning activities before, during, and after training
- Training is offered in variety of modalities (classroom, blended, eLearning, Micro-learning)
- Trainer certification process demonstrates required knowledge and skills, yearly evaluation and review, completion of three day T4T- Training for Trainers, participation in annual policy training, topic specific on-going professional development, topic specific workshop model for training certification of new curricula
- Trainers participate in monthly conference calls, webinars, transmittal policy/guidance trainings, and attend professional development conferences to stay current with best practices – Individual Development Plans (IDP) are developed annually for all trainers
- New this year, a trainer coach has been selected to observe and assist new trainers with their first year of training and trainer mentors are identified following each training for trainer session as part of the onboarding process
- Increase use of recorded webinars transformed into eLearning for faster release on practice topics
- Implementing a robust training evaluation utilizing the Kirkpatrick model

### **ONGOING ADVANCED TRAINING OF TRAINERS**

DFS Training has instituted a new Trainer Workshop Model as a part of the trainer certification process. These one-day training of trainers events are led by the curriculum developer and lead trainer to provide a learning forum for new best practices and when new curriculum is being offered. During this reporting period, topics such as Adoption Assistance with regional adoption negotiators provide trainers with a new process required in the field. A teleconference was held with all trainers to discuss the new case documentation courses (blended) which uses new language that impacts multiple courses to improve our outcomes for children and families. Training on new Family First Prevention Services Act (FFPSA) and Virginia's implementation was provided to the training team so they can answer questions from the field and direct learners to the FFPSA micro-website for additional information. Additionally, Virginia has launched the new COMPASS Mobility APP on the iPads and DFS Training has been involved in planning for transitioning to this tool in the new worker policy with OASIS classes. The trainers have completed online training and attended multiple training sessions to learn how to use this technology in the classroom as DFS Training will be providing this training beginning April, 2020.

## **NEW PRE-SERVICE TRAINING REQUIREMENTS FOR PERMANENCY (Effective July 1, 2019):**

### **First Three Weeks**

- CWSE1002 Exploring Child Welfare
- CWSE1500 Navigating the Child Welfare Automated System: OASIS for Foster Care
- CWSE5692 Recognizing and Reporting Child Abuse and Neglect Mandatory Reporter Training

### **First Three Months**

- CWS3000 Foster Care New Worker Policy Training with OASIS
- CWS3010 Adoption New Worker Policy Training with OASIS

### **First Six Months**

- CWSE3030: Normalcy for Youth in Foster Care – **NEW REQUIREMENT**
- CWSE4050: Psychotropic Medications and the Child Welfare System – **NEW REQUIREMENT**

### **First Twelve Months**

- CWS1021 The Effects of Abuse & Neglect on Child & Adolescent Development
- CWS1031 Separation and Loss Issues in Human Services Practice
- CWS1041 Legal Principles in Child Welfare Practice
- CWS1061 Family Centered Assessment
- CWS1071 Family Centered Case Planning
- CWS1305 The Helping Interview
- CWS3041 Working with Children in Placement
- CWS3081 Promoting Family Reunification
- CWS4015 Trauma-Informed Child Welfare Practice: Identification and Intervention –**NEW REQUIREMENT**
- CWS4020 Engaging Families and Building Trust-Based Relationships
- CWS5307 Assessing Safety Risk and Protective Capacity

### **First 24 Months**

- CWS5305: Advanced Interviewing: Motivating Families for Change
- DVS1001: Understanding Domestic Violence
- DVS1031: Domestic Violence and its Impact on Children
- CWS2020: CPS On Call for Non-CPS Workers
- CWS3021: Promoting Birth and Foster Parent Partnerships
- CWS3061: Permanency Planning for Teens-Creating Lifelong Connections
- CWS3071: Concurrent Permanency Planning

Additional new Pre-Service Training Requirements for CPS are currently being developed and will be in new Guidance starting July 1, 2020. New classroom training classes will include CWSE4015: Introduction to Trauma-Informed Child Welfare Practice & CWS4015: Trauma-Informed child Welfare Practice: Identification and Intervention, CWS5011 Case Documentation, CWSE6010 Working with Families of Substance Exposed Infants, CWSE4000 Identifying Sex Trafficking in Child Welfare.

**NEW PRE-SERVICE TRAINING REQUIREMENTS FOR CHILD PROTECTION SERVICES (Effective July 1, 2019):**

**First Three Weeks**

- CWSE1002 Exploring Child Welfare
- CWSE1500: Navigating the Child Welfare Automated System: OASIS for CPS
- CWSE5692 Recognizing and Reporting Child Abuse and Neglect

**First Three Months**

- CWS2000.1: CPS New Worker Policy Guidance With OASIS
- CWS2010: CPS On-Going
- CWSE1510: Structured Decision Making (SDM) in Virginia
- CWSE5011: Case Documentation – **NEW REQUIREMENT**

**First Twelve Months**

- CWS1021 The Effects of Abuse & Neglect on Child & Adolescent Development
- CWS1041 Legal Principles in Child Welfare Practice
- CWS1061 Family Centered Assessment
- CWS1071 Family Centered Case Planning
- CWS1305 The Helping Interview
- CWS2011 Intake, Assessment, & Investigation in CPS
- CWS2021 Sexual Abuse
- CWS2031.1 Sexual Abuse Investigation
- CWS2141: Out of Family Investigations
- CWSE4000: Identifying Sex Trafficking in Child Welfare – **NEW REQUIREMENT**
- CWS4020 Engaging Families and Building Trust-Based Relationships
- CWS4015 Trauma-Informed Child Welfare Practice: Identification and Intervention –**NEW REQUIREMENT**
- CWS5011: Case Documentation - **NEW REQUIREMENT**
- CWS5307 Assessing Safety, Risk & Protective Capacity
- CWSE6010: Working with Families of Substance Exposed Infants – **NEW REQUIREMENT**

**First 24 Months**

- CWS1031: Separation and Loss Issues in Human Services Practice
- CWS2141: Out of Family Investigations
- CWSE4015: Introduction to Trauma-Informed Child Welfare Practice – **NEW REQUIREMENT**
- CWS4015: Trauma-Informed Child Welfare Practice: Identification and Intervention – **NEW REQUIREMENT**
- CWS5305: Advanced Interviewing: Motivating Families for Change
- DVS1001: Understanding Domestic Violence
- DVS1031: Domestic Violence and its Impact on Children
- CWS2020: CPS On Call for Non-CPS Workers

The cost allocation report process for Family Services Training is used to process 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.

During FY20, DFS Training provided 9008 training completions by providing 703 training events statewide. Family Services instructor led courses listed below. \*indicates required pre-service training course.

<b>FAMILY SERVICES INSTRUCTOR LED COURSE LIST</b>	<b>Title IV-E</b>	<b>CAPTA</b>	<b>Total # Events</b>	<b># of Completion</b>
VDSS - CWS1021: The Effects of Abuse and Neglect on Child and Adolescent Development - 2 days*	75%		23	412
VDSS - CWS1031: Separation and Loss Issues in Human Services Practice - 2 days*	75%		20	329
VDSS - CWS1041: Legal Principles in Child Welfare Practice - 1 day*	75%		20	381
VDSS - CWS1061.1: Family Centered Assessment in Child Welfare - 2 days*	75%		20	320
VDSS - CWS1071: Family Centered Case Planning - 2 days*	75%		18	304
VDSS - CWS1305: The Helping Interview: Engaging Adults for Assessment and Problem-Solving - 2 days*	75%		19	333
VDSS - CWS2000.1: Child Protective Services New Worker Training with OASIS - Blended 4 days*		50%	24	333
VDSS - CWS2001R: CPS Refresher Training with OASIS - 2 days		50%	10	73
VDSS - CWS2010: CPS Ongoing Services - 2 days*		50%	15	192
VDSS - CWS2011: Intake, Assessment, and Investigation in Child Protective Services - 3 days*		50%	22	283
VDSS - CWS2020: On Call for Non-CPS Workers - 1 day*		50%	13	132
VDSS - CWS2021: Sexual Abuse - 2 days*		50%	20	264
VDSS - CWS2031.1: Sexual Abuse Investigations - 3 days*		50%	19	265
VDSS - CWS2141: Out of Family Investigations - 2 days*		50%	18	218
VDSS - CWS3000: Foster Care New Worker Training With OASIS - 4 days*	75%		21	273
VDSS - CWS3001R: Foster Care Refresher Training with OASIS - 2 days	75%		3	10
VDSS - CWS3010: Adoption New Worker Training With OASIS - 2 days*	75%		17	180
<b>VDSS - CWS3015: Adoption Assistance - 1 day NEW</b>	75%		5	53
VDSS - CWS3021: Promoting Birth and Foster Family Partnerships - 2 days*	75%		14	147
VDSS - CWS3041: Working With Children in Placement - 2 days*	75%		14	154
VDSS - CWS3061: Permanency Planning for Teens - Creating Life Long Connections - 2 days*	75%		16	153
VDSS - CWS3071: Concurrent Permanency Planning - 1 day*	75%		15	155
VDSS - CWS3081: Promoting Family Reunification - 1 day*	75%		15	189

<b>FAMILY SERVICES INSTRUCTOR LED COURSE LIST</b>	<b>Title IV-E</b>	<b>CAPTA</b>	<b>Total # Events</b>	<b># of Completion</b>
VDSS - CWS3091: Transition Planning with Older Youth in Foster Care - 1 day	75%		1	4
VDSS - CWS3101: Introduction to the PRIDE Model - 2 day	75%		5	55
VDSS - CWS3103: PRIDE Family Assessment - 1 day	75%		6	52
VDSS - CWS4015: Trauma-Informed Child Welfare Practice:: Identification and Intervention - Blended 2 day*	75%		20	267
VDSS - CWS4020: Engaging Families and Building Trust-Based Relationships - 2 day*	75%		19	339
VDSS - CWS4030: Virginia Family Partnership Meeting Facilitator Training - 3 days, one month later 1 day*	75%		9	86
VDSS - CWS4040: Family Partnership Meetings and Domestic Violence: An Advanced Training for FPM Facilitators and Supervisors - 2days	75%		3	26
<b>VDSS – CWS4080: Kinship Care in Virginia – 2 days NEW</b>	75%		0	0
<b>VDSS - CWS5011: Case Documentation - Blended 1 day NEW*</b>	75%		15	207
VDSS - CWS5305: Advanced Interviewing: Motivating Families for Change*	75%		17	244
VDSS - CWS5307: Assessing Safety, Risk, and Protective Capacities in Child Welfare - 2 days*	75%		21	366
VDSS - DVS1001: Understanding Domestic Violence - 2 days*	75%		20	360
VDSS - DVS1031: Domestic Violence and its Impact on Children - 2 days*	75%		18	299
VDSS - GEN1206: Worker Safety - 1 day	50%		11	87
VDSS - GEN1501: Train the Trainer - 3 days	50%		1	5
VDSS - SUP5701: Principles of Leadership - 2 days*	50%		11	115
VDSS - SUP5702: Management of Communication, Conflict & Collaboration - 2 days*	50%		12	135
VDSS - SUP5703: Enhancing Staff Performance and Growing a Team - 2 days	50%		12	135
VDSS - SUP5704: Critical Issues in Family Services Supervision - 2 days*	50%		11	132
<b>VDSS - SUP5705: Trauma-Informed Leadership and Developing Organizational Resilience Culture - 2 days NEW</b>	50%		2	16
<b>VDSS – SUP5307 Supervising Assessing Safety, Risk and Protective Capacity – 2 days NEW</b>	50%		1	28
VDSS - SUP5710: Foundations in Coaching - 1 day	50%		11	104
VDSS - SUP5720: Coaching in Supervision - 1 day	50%		8	70
<b>TOTALS</b>			<b>703</b>	<b>9008</b>

**NEW INSTRUCTOR-LED COURSE DESCRIPTIONS:**

**CWS3015 ADOPTION ASSISTANCE** – 1 day. This course will provide family services workers with the knowledge, skills and abilities to discuss adoption assistance with confidence, as children move towards permanency via the goal of adoption. The focus specifically relates to eligibility and types of adoption assistance. Based on eligibility, adoption assistance may include funding directly made to adoptive parent(s) for daily care, payments for services related to the child’s special needs, Medicaid and funding to cover legal expenses related to finalizing the adoption. Learn how to complete the Adoption Assistance Screening Tool and identify forms needed during each state of the adoption assistance

process. Also, learn how to add adoption assistance funding information in the adoption case record via the electronic case management tool (OASIS).

**CWS4080 KINSHIP CARE IN VIRGINIA** – 2 day. 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 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.

**CWS5011 CASE DOCUMENTATION** – Blended – 1 Day. This classroom session is part of the blended Case Documentation course designed for all staff who write case notes. This course emphasizes the essential components of effective documentation and report writing introduced in the CWSE5011 eLearning activities so it is expected you will bring your completed CWS5011 Case Documentation Workbook. Trainees will develop writing skills to enhance their ability to document casework activity, including quality contacts, assessment, decision-making, and planning using professional behavior-based descriptions. Trainees will understand the purpose of competent documentation; demonstrate the use of clear, concise, and objective language; learn how to review their work from the reader's perspective; how to recognize bias and passive voice; differentiate between fact and opinion; consider how much is too much. Interactive practice exercises accentuate written case documentation skills using a Video Camera method, GIRPP, Goldilocks approach, and SEEMAPS for developing a transcription outline and case record.

**SUP5705 TRAUMA-INFORMED LEADERSHIP AND DEVELOPING ORGANIZATIONAL RESILIENCE CULTURE** – 2 day This course provides an overview of how trauma impacts the lives of children and adults and can be a contributor to the success or failure of working relationships between agency staff and those we serve. A trauma-informed system must acknowledge the impact of primary and secondary trauma on the workforce and develop organizational strategies to enhance resilience in the individual members. Participants will use tools and information to assess the current level of trauma-informed practices, approaches, and culture of their teams and organizations. The principles of trauma-informed practice are applied to supervisory approaches and organizational operations and policies, including exploring secondary trauma and the impact it has on frontline workers and supervisors; and its connection to service delivery, staff turnover, decision-making, and agency liability. Finally, the course looks at the trauma-informed social services organization as part of an extensive collective of agencies, services, and family networks and how your organization can lead the way to creating trauma-informed communities. Completion of the Trauma Informed Practice blended course is a prerequisite.

**SUP5307 SUPERVISING SAFETY, RISK, AND PROTECTIVE CAPACITY:** Assessment best practices in child welfare are constantly evolving. There is a need for supervisors to remain connected to practice changes and new tools to guide the development and performance of workers' assessment skills. This course is presented in the same layout as CWS5307 Assessing Safety, Risk, and Protective Capacity (the foundational skills course for new workers), but viewed through the lens of supervising this critical work.

Supervisors will revisit foundational child welfare assessment skills and learn new assessment skills, practices, and tools. We will examine the supervisor’s role in assessment process with the focus on engagement as the key to successful assessment and decision-making. The supervisor will be able to support the worker’s use of best practice and tools, as well as the use of critical thinking skills, emotional intelligence, and cultural humility.

**SUP5706 STAYING POWER! A SUPERVISOR’S GUIDE TO RETENTION – 2 DAY** This training will introduce supervisors and agency leaders to advanced concepts, tools, and practices that enhance staff motivation and effectiveness. Applying strengths-based supervision and coaching techniques, participants will improve their ability to retain and develop staff and to build effective teams. This course was adapted from the North Carolina course entitled Staying Power! A Supervisor’s Guide to Retaining Child Welfare Staff, which was developed as part of a federally funded child welfare recruitment and retention project.

During FY20, DFS Training offered over 54 online training opportunities including multi-module courses and recorded webinars. These online courses had 15,532 training completions. \*indicates required pre-service training course.

<b>FAMILY SERVICES ONLINE COURSES</b>	<b>Title IVE</b>	<b>CAPTA</b>	<b>Total Completions</b>
CWSE6010: Working with Families of Substance Exposed Infants Module 1 - 1.5 hours		50%	169
CWSE6010: Working with Families of Substance Exposed Infants Module 2 - 1.5 hours		50%	151
VDSS - CWSE1002: Exploring Child Welfare (Module 1) - 1 hour*	75%		535
VDSS - CWSE1002: Exploring Child Welfare (Module 2) - 1 hour*	75%		520
VDSS - CWSE1002: Exploring Child Welfare (Module 3) - 1 hour*	75%		513
VDSS - CWSE1002: Exploring Child Welfare (Module 4) - 1 hour*	75%		512
VDSS - CWSE1006: Reasonable Candidacy - 1.5 hour	75%		100
VDSS - CWSE1041: Legal Principles in Child Welfare - 1.5 hour	75%		384
VDSS - CWSE1050: VEMAT Rater Training (Module 1) - .5 hours	75%		111
VDSS - CWSE1050: VEMAT Rater Training (Module 2) - .5 hours	75%		103
VDSS - CWSE1050: VEMAT Rater Training (Module 3) - .5 hours	75%		98
VDSS - CWSE1050: VEMAT Rater Training (Module 4) - .5 hours	75%		94
VDSS - CWSE1050: VEMAT Rater Training (Module 5) - .5 hours	75%		111
VDSS - CWSE1071: Introduction to SafeMeasures - 1 hour*	75%		118
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 1: Introduction) - .5 hours*		50%	385
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 2: Intake) - .5 hours*		50%	380
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 3: Search and Merge) - .5 hours*		50%	382
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 4: Family Assessments) - .5 hours*		50%	366
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 5: Investigations) - .5 hours*		50%	370
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 6: CPS Ongoing) - .5 hours*		50%	368

<b>FAMILY SERVICES ONLINE COURSES</b>	<b>Title IVE</b>	<b>CAPTA</b>	<b>Total Completions</b>
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 1: Introduction) - .5 hours*	75%		289
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 2: Opening Cases and Recording Pertinent Information) - .5 hours*	75%		269
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 3: Search and Merge) - .5 hours*	75%		271
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 4: Documenting Placements and Funding) - .5 hours*	75%		265
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 5: Legal Documentation and Service Planning) - .5 hours*	75%		261
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 6: Special Circumstances and Case Closure) - .5 hours*	75%		257
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 7: Termination of Parental Rights and Preparation for Adoption) - .5 hours*	75%		264
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 1: Introduction and Intake) - 1.5 hour*		50%	345
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 2: Safety Assessment) - 1.5 hour*		50%	330
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 3: Risk Assessment) - 1.5 hour*		50%	323
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 4: Family Strengths and Needs Assessment) - 1.5 hour*		50%	312
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 5: Risk Re-assessment) - 1.5 hour*		50%	309
VDSS - CWSE1515: Introduction and Intake (module 1) - 1 hour		50%	195
VDSS - CWSE1515: Safety Assessment (module 2) - 1 hour		50%	189
VDSS - CWSE2020: On Call for Non-CPS Workers - 1.5 hour	75%		167
VDSS - CWSE2090: Injury Identification in Child Welfare - 2 hours		50%	128
VDSS - CWSE3020 Educational Stability for Children and Youth in Foster Care - 1.5 hour*	75%		28
VDSS - CWSE3030: Normalcy for Youth in Foster Care - 1.5 hour*	75%		107
VDSS - CWSE3042: Interstate Compact on the Placement of Children (ICPC) - 1.5 hour	75%		132
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 1) - .5 hours	75%		34
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 2) - .5 hours	75%		27
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 3) - .5 hours	75%		25

<b>FAMILY SERVICES ONLINE COURSES</b>	<b>Title IVE</b>	<b>CAPTA</b>	<b>Total Completions</b>
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 4) - .5 hours	75%		23
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 5) - .5 hours	75%		21
VDSS - CWSE4000: Identifying Sex Trafficking in Child Welfare - 1.5 hour		50%	100
VDSS - CWSE4015: Introduction to Trauma-Informed Child Welfare Practice - 1.5 hour	75%		375
VDSS - CWSE4025: AFDC Relatedness (Module 3) - 1.5 hour	75%		204
VDSS - CWSE4025: Annual Judicial Reviews (Module 5) - 1.5 hour	75%		218
VDSS - CWSE4025: Determining initial Title IV-E eligibility (Module 2) - 1.5 hour	75%		259
VDSS - CWSE4025: Getting started in Title IV-E (Module 1) - 1.5 hour	75%		288
VDSS - CWSE4025: Payment Accuracy (Module 6) - 1.5 hour	75%		220
VDSS - CWSE4025: Placement and Licensing (Module 4) - 1.5 hour	75%		221
VDSS - CWSE4050: Psychotropic Medications and the Child Welfare System - 1.5 hour*	75%		498
<b>VDSS – CWSE4051 Psychotropic Medication Consenter NEW</b>	75%		320
<b>VDSS – CWSE4060: Family Search and Engagement NEW</b>	75%	0	0
<b>VDSS – CWSE5011: Case Documentation NEW*</b>	75%		422
VDSS - CWSE5501: Substance Abuse (Module 1) - 1 hour	75%		92
VDSS - CWSE5501: Substance Abuse (Module 2) - 1 hour	75%		84
VDSS - CWSE5501: Substance Abuse (Module 3) - 1 hour	75%		84
VDSS - CWSE5501: Substance Abuse (Module 4) - 1 hour	75%		81
VDSS - CWSE5692: Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect - 1.5 hour*		50%	693
VDSS - FSWEB1000: Psychotropic Medications and Issues in Foster Care - 1.5 hour	75%		39
VDSS - FSWEB1001: Getting Started With Coaching - 1.5 hour	50%		16
VDSS - FSWEB1003: The Journey to Practice Enhancement - 1.5 hour	50%		21
VDSS - FSWEB1005: Fostering Futures Transmittal Training - 1.5 hour	75%		28
VDSS - FSWEB1007: July CPS Transmittal 273 Training - 1.5 hour		50%	7
VDSS - FSWEB1009: The Role of CPS in Supporting Fatality Review Teams - 1.5 hour		50%	6
VDSS - FSWEB1010: Child Protective Services Appeals Training - 1.5 hour		50%	43
VDSS - FSWEB1011: Using the Practice Profiles Assessment Toolkit - 1.5 hour	50%		17
VDSS - FSWEB1012: CPS Regulations Revised 2017 - 1.5 hour			9
VDSS - FSWEB1013: The Coaching Conversation - 1.5 hour	50%		23
VDSS - FSWEB1014: Foster Care Guidance June 2017 Transmittal #274 Training - 1.5 hour	75%		3
VDSS - FSWEB1015: Educational Stability for Children in Foster Care - 1.5 hour	50%		13

<b>FAMILY SERVICES ONLINE COURSES</b>	<b>Title IVE</b>	<b>CAPTA</b>	<b>Total Completions</b>
VDSS - FSWEB1016: Virginia Children's Services Practice Model Implementation Study - 1.5 hour	50%		3
VDSS - FSWEB1017: Prevention Guidance Transmittal Training 2018 - 1.5 hour	75%		35
VDSS - FSWEB1019: Case Documentation in Child Welfare - 1.5 hour	50%		239
VDSS - FSWEB1021: Overview of the JLARC Improving Virginia's Foster Care System Report - 1.5 hour	75%		24
VDSS - FSWEB1022: Promoting Safe and Stable Families Program (PSSF) - 1.5 hour	50%		28
VDSS - FSWEB1023: OASIS 4.4 - 1.5 hour	50%		9
VDSS - FSWEB1024: Substance Exposed Infant Decision Tree Tool - 1.5 hour		50%	19
VDSS - FSWEB1025: CPS Transmittal Training - 1.5 hour		50%	8
VDSS - FSWEB1026: This Is Trauma Informed FPM Facilitation: Fidelity to the Model - 1.5 hour	75%		103
VDSS - FSWEB1027: Swift and Savvy Actions to Improve Safety Outcomes - 1.5 hour		50%	101
VDSS - FSWEB1028: It's All Relative – Supporting Kinship Care - 1.5 hour	75%		37
VDSS – FSWEB1029: Quality Visits and Visitation: A Service Leading to Improved Outcomes – 1.5 hour	75%		51
VDSS – FSWEB1030: Supervision of Trauma Informed Practice – 1.5 hour	75%		23
VDSS – FSWEB1031 CPS Guidance Transmittal #281 Training 2019		50%	58
VDSS - FSWEB1033: Foster Care Guidance Transmittal Training 2019	75%		53
VDSS – FSWEB1034: Adoption Transmittal Training 2019	75%		33
VDSS – FSWEB1036 Domestic Violence Decision Tree Tool		50%	8
<b>TOTALS</b>			<b>15,532</b>

#### **NEW ONLINE COURSE DESCRIPTIONS:**

**CWSE5011 CASE DOCUMENTATION** - This 1.5-hour eLearning is part of the blended Case Documentation course designed for all staff who write case notes. It will help workers use documentation to accurately and objectively “tell the story” of the children and families we serve. Case information must be captured in a complete and professional manner that can be easily understood by all parties who may review the case record or by anyone taking over the case. By the completion of this interactive online course, the participant will have knowledge and practice using multiple professional tools and methods designed to improve their documentation. These tools and methods include Video Camera method, GIRPP, Goldilocks approach, SEEMAPS, and transcription service. Upon completion of this course, the participant will be able to enroll in the one day CWS5011 classroom course.

**CWSE4060 FAMILY SEARCH AND ENGAGEMENT** - Family search and Engagement (FSE) 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. After attending this training, successful participants will be able to identify strategies and resources that will help to identify, locate and engage many family and important connections for children and youth; recognize the benefits of engagement tools and strategies; develop skills in utilizing FSE technology, tools and methods to find and engage family connections.

## **PROCESS TO PROMOTE TRANSFER OF LEARNING**

DFS Training does not view training as a stand-alone event. Training sessions are viewed as a collaborative effort with the local agency to meet the emerging needs of the workforce. Research shows that activities completed before, during, and after training can help a participant better understand the content of the training and apply it on the job much more effectively. Family Services Training includes a supervisory tool as a way to facilitate discussion on the content of each course including specific topics covered, a description of transfer of learning from the classroom back to the local agency, and suggestions for continuing the learning process in the local department to increase the knowledge, skills and abilities of caseworkers. This transfer of learning activity must be supported by the LDSS supervisor and they must be trained on how to provide adaptive leadership skills to support new workers while completing the required training and learning new skills in order to reduce the high turnover in the local agencies.

A committee of regional consultants and local child welfare supervisors was formed to develop a process and course specific supervisory tools to integrate transfer of learning activities. As a way to collaborate more effectively with LDSS supervisors, a process was developed to promote transfer of learning for workers to provide direct feedback and support from the classroom to the supervisor to further enhance the skill-building and learning achieved through child welfare training. The following three types of transfer of learning activities have been implemented into all child welfare training:

- a) Individual Action or Learning Plans – at the end of each child welfare training session each participant is ask to complete the Individual Action/Learning Plans. These course specific plans are a tool to document the learner’s self-assessed strengths in mastering new materials and identify possible issues to follow-up on in the field, along with identified support and resources to enhance their learning
- b) Field Practice Activities in New Worker Policy Training – following the end of the second day of the four-day training, learners receive letters to their supervisors with suggested field practice activities to be implemented during the two weeks between the sessions of the training. The supervisor must guide the worker and sign off on the trainees completed activities which are processed with the group during the return to the classroom
- c) Transfer of Learning Supervisory Tool – Supervisor Training Follow-up Guides are emailed to the learner and their supervisor following each training session to provide specific information on the content of the training and to provide field activities to enhance the learning and skill development of the worker on the job. This provides the supervisor or their mentor on the job with helpful activities to observe their new worker’s KSA’s learned in the training session.

## **REVISED SUPERVISORY SERIES AND NEW LEADERSHIP INSTITUTE**

Family Services Training believes that middle management and supervisors are essential to developing and sustaining successful practice skills throughout child welfare. Therefore, the CORE Supervisor Training has been developed as a competency- based training for new LDSS supervisors with less than

two years of experience or supervisors needing refresher training. The Supervisor Series are two consecutive days per month for a period of four months with transfer of learning activities between sessions and builds a cohort for on-going networking and support. The supervisory series has been revised this year to include additional information on leadership development, developing a learning culture in the agency to support training, and expand coaching to correlate with our new coaching to the Practice Profiles. The new required Supervisor Series consist of the following two day classes delivered in consecutive months in a cohort training model. A new Leadership Institute was established and implemented with our twenty PIP agencies. We will follow-up with a training survey at the end of the PIP reporting period, in addition to each course completion survey, to receive data on the impact of the new Leadership Institute has had on increasing adaptive supervisory skills.

**FSWEB1037 WELCOME TO THE LEADERSHIP INSTITUTE:** This course discusses the various roles and responsibilities of the supervisor in child welfare practice and how this new learning opportunity will increase one's adaptive competency. This recorded webinar will focus on the technical and adaptive skills learned throughout this new three phased learning process to build leadership capacity for supervisors/managers and their agencies.

**SUP5701: PRINCIPLES OF LEADERSHIP:** This course emphasizes the critical role played by supervisors in the Social Services system. Supervisors will enhance their ability to recognize, select and use supervisory styles and strategies to enhance and sustain effective job performance. In particular, Supervisor will explore the qualities of effective leaders including Vision, Integrity, Creativity, Decisiveness, and Emotional Intelligence and how these qualities impact staff and ultimately customer service; learn about the different types of Leadership power and influence; and, will have the opportunity to identify various Leadership challenges such as lack of resources, handling customer complaints and time constraints and explore possible solutions. Parallel Process and change management are also introduced and discussed to enable supervisors to examine how their behavior affects outcomes for staff and clients. Change is a force that is both necessary and unavoidable in the social services field. The types of change that impact organizations and ways to positively assist staff implement change will be discussed with a review of strategies for change management.

**SUP5702: MANAGEMENT OF COMMUNICATION, CONFLICT AND COLLABORATION:** This course introduces three concepts that directly impact the work of supervisors and the functioning of their unit: Communication, Conflict, and Collaboration by examining the importance of good communication in family service practice. Strategies for improving communication and ensuring that intended messages are received, the conflict cycle and management of resolving conflict that is frequently caused by poor communication or lack of communication are addressed. Benefits and strategies for collaboration are highlighted through consideration of the unit as a single system within the larger agency, department, and community. Benefits and strategies for collaboration are highlighted through consideration of the unit as a single system within the larger agency, department, and community and by emphasizing the interrelated relationship between these three concepts.

**SUP5703: ENHANCING STAFF PERFORMANCE AND GROWING A TEAM:** This course is intended to help supervisors learn how to hire and develop competent, confident, and committed staff that can perform the tasks assigned to them and support the agency mission/goal. Supervisors will explore different interview techniques such as Behavioral Interviewing, Routine Questions, Situational Questions, the STAR method and Written Work Samples to select applicants who demonstrate the attributes and competencies needed for the position. The role of orienting and training new employees is also highlighted including the best practice of a learning culture in the unit and Agency. Supervisors are

introduced to the concepts of managing by data, performance assessment, performance evaluation, and performance improvement of the individual staff in their unit, techniques for maximizing performance such as the use of Coaching, Training, and Mentoring. Also discussed is the necessity of written performance expectations and are introduced to the Practice Profiles. The connection between a competent staff and a highly functioning unit is outlined. Characteristics of units that function effectively are also presented. Supervisors are given tools to assess the level of performance of their unit and are presented with an opportunity to develop a plan to improve their unit's functioning along with strategies are introduced to help the supervisor build a unit that is successful in achieving the agency mission and vision through successful collaboration and teamwork.

**SUP5704 CRITICAL ISSUES IN FAMILY SERVICES SUPERVISION:** This course is presented within the context of the Parallel Process with an emphasis on issues primarily related to supervising workers doing the challenging work in Family Services. Beginning with the importance of values; specifically how we connect our own personal values to the mission and vision of the organization, the direct work we do with families, the Supervisor-Worker relationship and the functioning of the work team. Characteristics of trust and boundaries, in the field and within the unit, are defined, and suggested guidelines for professional boundaries are provided. Supervisors are given tools to assess the current Learning Culture of their unit and agency and are presented with an opportunity to develop a plan to create and maintain a culture that nurtures collaborative learning, critical thinking and competence. An exploration of worker emotions, behaviors and personality characteristics on a spectrum ranging from desirable, to challenging (but workable), to problematic; with specific attention paid to the application in the selection and performance management processes as well as managing emotional interference to doing the work. The course closes with to help the supervisor model self-care and resiliency to maintain a positive connection to their position and colleagues, reduce recidivism and promote a trauma-informed team.

**SUP5705 TRAUMA-INFORMED LEADERSHIP AND DEVELOPING ORGANIZATIONAL RESILIENCE**

**CULTURE:** This course provides an overview of how trauma impacts the lives of children and adults and can be a contributor to the success or failure of working relationships between agency staff and those we serve. A trauma-informed system must acknowledge the impact of primary and secondary trauma on the workforce and develop organizational strategies to enhance resilience in the individual members. Participants will use tools and information to assess the current level of trauma-informed practices, approaches, and culture of their teams and organizations. The principles of trauma-informed practice are applied to supervisory approaches and organizational operations and policies, including exploring secondary trauma and the impact it has on frontline workers and supervisors; and its connection to service delivery, staff turnover, decision-making, and agency liability. Finally, the course looks at the trauma-informed social services organization as part of an extensive collective of agencies, services, and family networks and how your organization can lead the way to creating trauma-informed communities. Completion of the Trauma Informed Practice blended course is a prerequisite.

**SUP5307 SUPERVISING SAFETY, RISK, AND PROTECTIVE CAPACITY:** Assessment best practices in child welfare are constantly evolving. There is a need for supervisors to remain connected to practice changes and new tools to guide the development and performance of workers' assessment skills. This course is presented in the same layout as CWS5307 Assessing Safety, Risk, and Protective Capacity (the foundational skills course for new workers), but viewed through the lens of supervising this critical work. Supervisors will revisit foundational child welfare assessment skills and learn new assessment skills, practices, and tools. We will examine the supervisor's role in assessment process with the focus on engagement as the key to successful assessment and decision-making. The supervisor will be able to

support the worker's use of best practice and tools, as well as the use of critical thinking skills, emotional intelligence, and cultural humility.

**FSWEB1038 USING DATA TO IMPROVE PRACTICE & PERFORMANCE:**

This 30 minute recorded webinar will explain the CQI processes and assist supervisors to better understand data and use data in their regular supervision of cases with their staff. The webinar covers: defining Continuous Quality Improvement (CQI), explaining the role of a supervisor in a CQI process, using data in decision-making processes, understanding how to 'dig deeper' with data to inform performance management, and how to develop usage plans to align practice changes with outcomes. This webinar provides basic foundations in CQI, provides specific examples of how Virginia's CQI system is being built, uses Virginia's data to show examples of using data to identify trends, and shows how data visualization can inform and improve practice.

**FSWEB1039 SUPPORTING TRANSFER OF LEARNING** – This 1.5 recorded webinar discusses the importance of supporting transfer of learning from the classroom back to the agency. Key strategies to prepare new workers attending required training to maximize their learning and practice their new skills in a supportive learning environment back at their agencies. Transfer of learning activities before, during, and after training sessions are discussed to provide a positive learning culture in the agency.

**CWSE5000 REASONABLE EFFORTS: WHAT SUPERVISORS NEED TO KNOW** – This 2-hour online course will enhance the ability of LDSS agencies to provide and document reasonable efforts on behalf of families receiving child welfare services. The training provides a courtroom re-enactment, a review of the legal and policy requirement for judicial determinations of reasonable efforts, a practice framework for providing and documenting reasonable efforts, and interactive supervision scenario, and a structured case review that hone reasonable efforts-related skills and knowledge.

**CWSE5001 ENHANCING CRITICAL THINKING SKILLS** – Child welfare agencies need staff who can approach situations with an open mind, analyze complex information within its context, and respond appropriately and creatively. This online course teaches supervisors to cultivate these essential critical thinking habits and skills in those they supervise. Learners will apply the concepts and ideas taught in the course when they return to their agencies. Supervisors will learn three factors that influence critical thinking; identify seven common thinking errors in child welfare; name at least three critical thinking questions to help workers use objective language in documentation; list three habits that help promote critical thinking.

**SUP5706 STAYING POWER – A SUPERVISOR'S GUIDE TO RETENTION** – 2 day This training will introduce supervisors and agency leaders to advanced concepts, tools, and practices that enhance staff motivation and effectiveness. Applying strengths-based supervision and coaching techniques, participants will improve their ability to retain and develop staff and to build effective teams. This course was adapted from the North Carolina course entitled Staying Power! A Supervisor's Guide to Retaining Child Welfare Staff which was developed as part of a federally-funded child welfare recruitment and retention project.

**ADDITIONAL TRAINING FOR SUPERVISORS PROVIDING COACHING:**

**SUP5710 FOUNDATIONS OF COACHING:** Examine the attributes and strategies of effective coaches and consider how an agency coaching and learning culture will contribute to the successful application of the Practice Profiles. Come prepared to observe demonstrations and practice skills related to coaching

conversations, active listening, skillful solution-focused questioning, providing useful feedback, and crafting questions to help build critical thinking skills that generate solutions.

**SUP5720 COACHING IN SUPERVISION:** Learn a structured and focused process that utilizes appropriate strategies, tools and techniques to promote learning and staff development. Participants will explore the integration of coaching into their supervisory practice, understand how the Practice Profiles provide a foundation basis for coaching and identify strategies for successful implementation of coaching in supervision. This interactive workshop builds on the Foundations of Coaching and provides opportunities to practice new skills and begin an individualized coaching implementation strategy for your agency.

The following is an outline of the new Leadership Institute, which incorporates the newly revised Supervisory Series with additional training sessions:

Institute Phase	Course Title	Training Method
<b>Phase I: Foundational</b>	FSWEB1037 Welcome to the Leadership Institute	On-line Module (available in VLC)
	SUP5701 Principles of Leadership	2 day classroom (available in VLC)
	SUP5702 Management of Communication, Conflict & Change	2 day classroom (available in VLC)
	SUP5703 Enhancing Staff Performance & Growing a Team	2 day classroom (available in VLC)
	SUP5704 Critical Issues in Family Services Supervision	2 day classroom (available in VLC)
	SUP5705 Trauma Informed Leadership and Developing Organization Resilience Culture - *CWSE4015 and CWS4015 Trauma Informed Practice is prerequisite	2 day classroom (available in VLC)
<b>Phase II: Specific Support Skills</b>	Using Data to Improve Practice & Performance	On-line Modules (January, 2020)
	Supporting Transfer of Learning	On-line Modules (February, 2020)
	Reasonable Efforts: What Supervisors Need to Know	On-line Modules (March, 2020)
<b>Phase III: Advanced Skills</b>	Enhancing Critical Thinking Skills	On-line Modules (January, 2020)

	Staying Power –A Guide to Retention	2 day classroom (Regional in 2020)
	CWSE5011Case Documentation	On-line Modules (available in VLC)
	SUP5307 Supervising Safety, Risk & Protective Capacity	2 day classroom (Regional in 2020)

## **CHILD WELFARE BEST PRACTICES WEBINAR SERIES FOR LEADERSHIP**

As a means to further develop and support our middle managers/supervisors, DFS Training planned and implemented our initial *2019 Child Welfare Best Practices Webinar Series for Leadership* to advance learning on key skills required to demonstrate optimal practice. These valuable webinars were held February – June, 2019 and are for LDSS leadership including directors, managers, and supervisors, and focus on child welfare best practices to improve outcomes for children, youth, and families in our communities. Each of the webinar sessions is 1.5 hours and includes essential job aides and resource materials to improve practice. All of the webinars are recorded for online viewing in the COVLC as FSWEB Courses and available 24/7. The webinar topics are critical issues identified from the CFSR, agency case reviews, and direct requests. DFS Training will continue to provide the best practice webinar series annually. The 2019 webinars included the following:

### ***FSWEB1026: This Is Trauma Informed FPM Facilitation: Fidelity to the Model***

Understand why Family Partnerships Meetings are a trauma informed practice and learn the role of the FPM facilitator. Learn best practice Do's and Don'ts and know the typical stages of an FPM and why it is important to maintain fidelity to the model in order to engage our families in critical decisions.

### ***FSWEB1027: Safety Services: Swift & Savvy Actions to Improve Safety Outcomes***

When you leave a family's home, how confident are you that you are leaving the child safer than before you arrived? This webinar explains new terms and clarifies definitions of safety standards reviewed by the CFSR. Practical best practice examples will be discussed to help ensure staff is improving safety outcomes.

### ***FSWEB1028: It's All Relative – Supporting Kinship Care***

This webinar discusses the Virginia KinGap guidance and the importance of engaging relatives early in the process. Children achieve better outcomes, maintain a closer connection to parents and siblings, and experience fewer disruptions when in kinship care. Learn how to better understand, assess, and support kinship caregivers. Special emphasis is on how to identify and assess adult relatives as preferred caretakers.

### ***FSWEB1029: Quality Visits and Visitation: A Service Leading to Improved Outcomes***

Quality contacts are purposeful interactions between workers and children, youth, parents, and resource parents that reflect engagement and contribute to assessment and case planning processes. This webinar focuses on how assessment, engagement, teaming, and planning are used in the development of the visitation plan. Additionally, we will discuss ways to monitor and adjust visitation plans to ensure the ongoing safety, permanency, and well-being of a child.

### ***FSWEB1030: Supervision of Trauma Informed Practice***

This webinar will focus on trauma informed practice principles applied to supervision and leadership with a special focus on building and sustaining a trauma informed organization. Special emphasis is on vicarious trauma and secondary trauma experienced by staff and cultivating resilience as a parallel process.

## **2020 CHILD WELFARE BEST PRACTICES WEBINAR SERIES FOR LEADERSHIP**

Planning for the new 2020 Child Welfare Best Practices Webinar Series for Leadership has begun and will be related to the July, 2020 FFPSA implementation in Virginia. A Prevention/In-Home Workgroup has been meeting for the past year and DFS Training has been an active participant on this work group. A smaller group of LDSS workers and supervisors, along with DFS Program staff came together in February, 2020 to discuss the transition of CPS On-going to become In-Home Prevention Services and define what this work would involve. As a result, DFS Training has developed a work plan for additional revised curricula and needed training, many topics pulled from existing training. The following topics have been identified to support the new prevention efforts of In-Home Services in Virginia:

- April 2020 *What Do I Need to Know About Family First Prevention Services?*
- May 2020 *Supporting Evidence-Based Services – Substance-abuse, mental health, in-home parenting skills*
- May 2020 *Assessing Safety, Risk, and Protective Factors in In-Home Services*
- June 2020 *Writing a SMART Case Plan for In-Home Services*
- July 2020 *Engaging and Assessing Relatives – Using the Kinship Family Assessment Guide*
- August 2020 *Child Voice: Using the Three Houses Tool*
- September 2020 *Engaging and Involving Fathers in Services*

In addition to SME trainings and webinars, Family Services Training email notifications throughout the year to LDSS of national child welfare and state training opportunities that are free or inexpensive and these will fulfill continuing education requirements. These include free on-line webinars and courses relevant to best practices and statewide classroom training classes offered through DCJS, DJJ, Mental Health, etc.

In addition to our training course catalog in the COVLC, the DFS mandated regional training schedules are posted on the Family Services Training FUSION website for a period of six months for planning purposes. All required and specialty training course descriptions for both on-line and instructor led sessions are also listed on the Family Services Training FUSION website in addition to topic specific resources to support learning for each of the required training classes. The comprehensive FUSION page also has national resources, announcements of new training opportunities, micro-learnings on brief best practices, and pod casts on coaching topics. The Family Services Training Program Manager attends Regional Supervisor and Director's Meetings quarterly and discusses the mandated training schedules, course sequencing, supervisor course tracking job aids, transfer of learning activities and supervisor guides and mandated child welfare course descriptions with pre-requisite requirements. All new course development is advertised on FUSION website and flyers are emailed to all family services specialists, supervisors, and directors statewide. Additionally, all mandated training requirements are listed in the DFS Guidance Manuals.

## **NEW DFS TRAINING DASHBOARD**

In May, 2018, DFS Training implemented the use of the required training console on its statewide Learning Management System so all new 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 FSS workers within the designated time frame at a rate of 97% completion. A weekly DFS Training Dashboard is created from the LMS data and distributed to both division and VDSS leadership. This data includes a running completion count of all classes broken down by regions for the fiscal year, no show rates identified by agency and learner, weekly count of class sessions offered with an increase of 20% for this year, 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 contractor to assist with LMS registrar duties has increased our capacity to provide these necessary training reports so we can monitor valuable data to assist in our planning processes.

The COVLC reporting consul provides the data necessary to run descriptive analytics per course or all courses over a given time period. This is extremely helpful for macro-level descriptive analytics including survey completion rates, and total reported level of understanding gained through a given training event. This information needs to be reported by agency however to properly measure according to the Kirkpatrick Evaluation Model. Courses are not specific to agency, and so courses are not reflective of the organizational factors inherent to each agency that can influence learning. In addition, the mandated training analysis must be broken down by agency and not by course as the CQI measures needed to evaluate the impact of a training event according to the Kirkpatrick Evaluation Model necessitate supervisor feedback for stage three on whether learning has transferred to behavior. Additional resources and staff will be required to implement this process and is part of the Butler study implementation plan. VDSS is organized at a by agency jurisdictional level, in a State supervised locally administered system, and the mandated training analysis must illustrate this if information is going to be properly disseminated and recommendations administered. Family Services Training conducted an annual evaluation survey analysis where workers reported a significant training satisfaction and impact on classroom surveys. Macro-level descriptive statistics by course have helped inform the project to this point.

## **WORKFORCE DEVELOPMENT FRAMEWORK**

As a complementary adjunct to the DFS Training approach, DFS is currently engaged in major workforce development projects. In 2017, DFS contracted with the Butler Institute for Families at the University of Denver to assess our thirty year-old Family Services training model, conduct a nationwide scan of training systems, and make recommendations to improve our training system for child welfare and adult services staff. The implementation team reviewed the results of the Butler Institute's final report, *Training Services Model Assessment and Recommendations*. The team is comprised of LDSS leaders, supervisors, and front-line workers (from 17 different LDSS), and training program professionals broken into seven action teams working in concert to develop a plan rooted in implementation science principles. Some of the recommended strategies can be implemented more immediately, while others will require a significant resource allocation. Strengths in existing areas will be maximized to facilitate action, such as use of our Practice Model (see below) which is integrated into our training system.

A key recommendation from the Butler study was the development and implementation of an academy model which incorporates a cohort approach where trainees complete courses together (with a mix of delivery methods) and participate in a comprehensive review three to four months post-completion<sup>1</sup>. The use of an academy approach provides the most rigorous, efficient, and integrated approach to maximize the learning experience and best prepares new employees for their jobs. The academy approach recognizes the necessity of a holistic approach to preparing new workers to engage with families and communities. It also values and reinforces the partnership between classroom and field-based training, which incorporates essential adult learning principals. In order to engage in trauma-informed practice with families, workers must attend certain training and demonstrate proficiency in core competencies designated by VDSS. These proficiencies are demonstrated through the use of simulation labs and transfer of learning activities implemented with mentors in the agency with support from coaches who follow the new learners from classroom to the local agency. All training activities and proficiency standards are measured and tracked through the use of a learning development portfolio. Measured proficiencies will result in a certification process and provide for career ladders for all child welfare workers.

One of the key recommendations adopted was the use of an Academy Model for Services Training: The use of an academy approach provides the most rigorous, efficient, and integrated approach to maximize the learning experience and prepares new employees for their jobs. The academy approach for the first year of employment recognized the necessity of a holistic approach to preparing new workers to engage with families and communities, values and reinforces the partnership between classroom and field-based training, which incorporates essential adult learning principals. In order to engage in trauma informed practice with families, workers must attend certain training and demonstrate proficiency in core competencies designated by VDSS. Key components of this new Academy Model include:

- A 12 week Academy Model with 6 weeks of Core Training & 6 weeks of program area specific training with Academy dates posted 1 year for onboarding and scheduling
- A cohort of trainees who moves through the academy together
- An academy that begins each month, rotating around different sites across the state; for example, an academy begins in the Central Region in January and then in the Piedmont Region in February.
- Possible travel reimbursement for localities who have to send staff to academy sites that require overnight lodging
- All aspects of the academy should be completed within a specific time frame
- Provide an academy review course 3-4 months post-academy completion, where workers field experience is applied to key concepts learned during the academy; this will help deepen learning and breadth of application of the most significant practice-related aspects of the training
- Include a mix of online learning, classroom, and field experiences, with ample time in the field for trainees to apply their learning (e.g., shadowing a senior worker or co-managing a case with a more experience staff person or coach).
- Restrict caseloads so that trainees can focus on learning; consider a gradual caseload starting when trainees are at least halfway through the academy
- Offer a “flipped” classroom so that knowledge components are taught through online learning, with knowledge application and skills practice in the classroom.
- Integrate family engagement simulation experiences/demonstrations at the end of the academy experience; offer simulation sites to accommodate staff from across the state.

---

<sup>1</sup> Prepared by the Butler Institute for Families School of Social Work, University of Denver (December, 2017).

- Provide On the Job/Transfer of Learning coaches whose responsibility it is to provide coaching and assist employees with TOL activities; coaching should be done by someone other than the supervisor

The Butler Institute also recommended that VDSS adopt a comprehensive workforce development framework, as training is only one component of a much broader rubric. Through training, a worker becomes more aware of best practices and proper procedures for completing required tasks. The training may also build staff confidence by developing stronger understanding of the role and the responsibilities of the job. However, training alone is not sufficient to recruit, prepare, and retain a competent and confident workforce. To address the myriad of issues facing an agency's workforce, commitment to a comprehensive workforce development framework is essential. Butler Institute recommended adopting the NCWWI Workforce Development Framework (WDF) to inform training efforts going forward. The NCWWI-WDF and accompanying workforce Tool Kit has offered a practical, comprehensive, and integrated approach for creating a workforce development roadmap that has greatly assisted DFS in the development of a solid implementation plan for our new training system. This comprehensive approach will make our workforce an ongoing priority and provides the techniques and tools to maintain it as priority over a long period of time. Additional work to improve retention rates and develop our workforce will be the creation of the Family Services Leadership Institute, which includes the required Supervisory Series of classroom training completed through a cohort learning model to further support our supervisors. The Leadership Institute will partner with regional consultants to develop and implement regional roundtables to address additional workforce development topics including: Recruitment and Retention Toolkit, Improving Documentation, Coaching with the Individual Develop Plan, and other topics identified by the LDSS. These roundtables will provide additional training and support to meet the needs of the regions to further develop their workforce.

During the past decade, DFS and its community partners have worked diligently to promote culture change and achieve clarity of purpose in the child welfare field by creating and enhancing the *Children's Services Practice Model*. The Model sets forth a vision for services delivered by all child serving agencies across the Commonwealth, especially the Departments of Social Services, Juvenile Justice, Education, Behavioral Health and Developmental Services, and the Office of Comprehensive Services. The practice model is central to VDSS decision making; incorporated explicitly or implicitly into all of our meetings; and present in every interaction that we have with a child or family. Our Practice Model is a foundational core component of all DFS training.

Further, The Model defines family engagement and child and family-focused services as the cornerstones of our work through 11 practice profiles, which are the core skill sets that operationalize the practice model. The Practice Profiles describe essential activities associated with each function of the Practice Model and enable it to be "teachable, learnable, and doable." The Practice Profile rubric consists of 11 master skill sets across the child welfare continuum from child protective services to permanency: Advocating, Assessing, Collaborating, Communicating, Demonstrating Cultural and Diversity Competence, Documenting, Engaging, Evaluating, Implementing, Partnering, and Planning. In recognition of the holistic well-being of children, the Practice Profiles were designed with a trauma-informed lens. Each Profile also contains skill subsets including: youth, family, and caregiver voice; critical thinking; respect for family privacy; information and roles; and transparency, honesty, and ethics. The Profiles describe caseworker practice across a spectrum of proficiency, operationalized in three categories: optimal, developmental, and unacceptable. The Practice Profiles are integrated into our training system for both supervisors and Family Services Specialists.

## **FINAL ACADEMY IMPLEMENTATION PLAN:**

The results of the eighteen month project has developed a comprehensive multi-phase Academy strategic implementation plan with a legislative proposal to support funding for this major change in training delivery. This plan includes strategies for pre-service training, program-specific courses for new workers and a Leadership Institute for Supervisors and Managers. The following is an overview of key components of the new proposed Training Model.

**PRE-SERVICE ACADEMY:** A six-week training series required for all new child welfare staff. Workers must successfully complete pre-service training and pass a competency exam. The training series will equip new workers with foundational knowledge, skills and competencies to meet the complex needs of children and families involved in the various facets of the child welfare system, and to improve safety, permanency and well-being outcomes of children and families. The six training modules include:

- Fundamentals of Engaging & Interviewing Families
- Legal Principles of Child Protection & Working Effectively with the Court
- Fundamentals of Conducting Family Centered Assessments
- Fundamentals of Case Planning Service Delivery
- Fundamentals of Monitoring & Adapting
- Fundamentals of Placement and Transitions

**PROGRAM-SPECIFIC ACADEMY:** A six-week training series required for all new child welfare staff that will be delivered with classroom and use of simulation labs:

- Guidance Training with OASIS
- Essentials of Prevention – In-Home Services
- Essentials of Child Protective Services
- Essentials of Foster Care
- Essentials of Adoption

**Leadership Institute:** Supervisors/Managers & Mentors Training, Transfer of Learning (TOL), Recruitment & Retention of Talent, Onboarding, Use of Data & Compliance Monitoring, Online courses completed prior to attending the Academy, KSA evaluation/certification

**Portfolio Development:** Individual development plans (IDP) to track learning and identify strengths and challenges, testing simulation proficiencies and evaluation.

**Coaching:** Lead simulation labs to measure skills and follow on the job with supervisors to assist with transfer of learning to on the job. Assist with agency mentors or senior workers the new workers will shadow to insure use of best practices in the field.

**Certification Process:** Self-assessments and testing for successful training completion evaluations and set career ladders based on proficiency for professional development.

## **Child Welfare Stipend Program**

The Virginia Title IV-E Child Welfare Stipend Program (CWSP) provides exceptional MSW and BSW students with an opportunity to prepare for a career in public child welfare. CWSP students receive financial support in return for a legally binding commitment to work in a public child welfare position in foster care or adoption 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 policy 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 foster care/adoption 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 grow the program methodically and sustainably. Initially, VDSS partnered with Radford University, then expanded to George Mason, Norfolk State, and Virginia Commonwealth Universities, and in 2018, partnered with East Tennessee State University's, Abingdon, Virginia location (ETSU-Abingdon).

Phase One was achieved in FY16 and included creating a position and hiring a full time equivalent (FTE) CWSP State Coordinator at VDSS. The 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.

Phase Two was achieved in FY17, and included the establishment of a Principal Investigator (PI) and University Coordinator at the pilot site, Radford University. The pilot began with a small cohort of three students as the program in the initial re-established stage.

Phase Three was achieved in FY18 and FY19 and expanded the program 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, Norfolk State University, Radford University, and Virginia Commonwealth University. In FY19, the program expanded to include a "partial cohort" university with ETSU's Abingdon campus. The program budget for FY19 provided stipends for a maximum of 82 students, accommodating up to 20 students at each "full cohort," partner university, and two students at the "partial cohort" university. With the addition of the fifth partner university, ETSU-Abingdon, in FY19, the stipend program has representation in each of the five distinct regions across Virginia.

Phase Four encompassed 2019 and will extend into subsequent years, as VDSS explores how best to enhance and expand the program as appropriate, based on demonstrated workforce needs and demands. In 2019, VDSS enhanced the CWSP and its impact on LDSS workforce by expanding offerings of a CWSP student/alumni peer support network, first piloted by Radford University in FY19 (academic year 2018-19) for the western and piedmont regions of the state; then, for the northern region, offered as an additional contract deliverable by George Mason University in FY20 (academic year 2019-20).

Additionally, in 2019, VDSS tested ways to provide opportunities for all university cohorts, field instructors, and regional advisory committee members to come together for joint training, conferences, and other collaborative learning opportunities. In October 2019, Virginia Commonwealth University (VCU) CWSP cohort received Level I Trauma-Informed Certification training from the Community Resilience Initiative as the result of collaboration among members of VCU's Regional Advisory Committee. Hosted by the Chesterfield-Colonial Heights Department of Social Services with trainers from Charlottesville Department of Social Services and Region 10 Community Services Board, the full CWSP cohort had the opportunity to train with a cross-section of workers, supervisors, and directors from area LDSS to learn trauma-informed best practice skills and strategies for working with clients. Also in October 2019, George Mason University hosted an all-cohort, half-day training on Kinship Care. The training was available for in-person and virtual participation. The training provided theoretical frameworks for understanding the layers of kinship care; the challenges, strengths, and benefits of kinship care families; and a panel discussion with kinship caregivers. In September 2019, VDSS CWSP staff and VCU's University Coordinator collaborated to provide an all-cohort orientation to provide CWSP participants with a program overview, requirements, and expectations. The orientation was available for in-person and virtual attendance to incorporate a wide cross-section of CWSP cohort participants.

VDSS made further progress toward the expanded use of technology for CWSP students in 2019, particularly utilizing virtual meeting and webinar platforms to share seminars, events, trainings and other resources between university partners and across cohorts, statewide. Also, COMPASS and CWSP staff worked to create mechanisms through which iPads and related mobility technology training can be provided to second year, case carrying MSW stipend students in LDSS field placements. VDSS will continue to engage in conversation with internal agency contacts, community partners, and current and prospective additional universities to understand the best routes to enhance workforce development, training, and stipend-specific programming, including potential expansion, to continue to address workforce needs in the state.

In 2019, 59 BSW and MSW students were enrolled in the CWSP across the five partner universities. Recruitment for the 2018-19 academic year was robust, with 149 applications received and 52 accepted, for an overall acceptance rate of 35%. A total of 38 CWSP students graduated in academic year 2019, of which 44% graduated with a BSW degree and 56% 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. Thirty-percent of 2019 graduates are working in LDSS in the northern region; 22% in the eastern region; 22% in the central region; 15% in the piedmont region; and, 11% in the western region of the state. Exit survey results from this graduating class (response rate of 66%) indicate that 76% of graduates now working in the field self-reported as "likely" or "very likely" to stay in public child welfare after their work repayment term is fulfilled.

In 2019, universities recruited for the 2019-20 academic year as well, receiving 143 applications and accepting 58 new students for a cross-cohort acceptance rate of 40%. The new 58 students joined returning students to equal 67 total for academic year 2019-20. Forty CWSP students will graduate in 2020.

Regional Committees are advisory and steering groups comprised of LDSS leadership, university child welfare faculty, state CWSP leadership, and community partners. Each university partner hosts quarterly Regional Committee meetings to learn about child welfare workforce needs, gain feedback on how their students and graduates are performing in the field, staff 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 2019, 30 LDSS actively participated on a Regional Committee, and five child serving agencies contributed actively.

All partner universities are in a renewal phase of the MOA process and VDSS anticipates renewing agreements with each current partner university to be effective July 1, 2020. 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 fulfil 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 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, Assistant Directors, and Program Manager – 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 training, 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

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 2019, the second survey results were gathered, analyzed and used to direct programmatic adjustments in the 2020-21 academic year. Also in 2019, plans for a series of focus groups were finalized, to gather qualitative feedback from graduates, field instructors, and supervisors of recent graduates. These focus groups will be conducted, pending Institutional Review Board (IRB) approval, in summer and fall of 2020.

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 fulfil 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. VDSS is working to ensure that the employee information in the state-wide child welfare data system (OASIS) will denote Title IV-E stipend graduates apart from non-Title IV-E graduates. The system is currently equipped to distinguish degree type (BSW/MSW versus other degree types). 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 2021 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	\$29,250
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
<b>Total</b>	<b>\$37,063</b>	<b>\$89,188</b>		<b>\$126,250</b>
<b><i>Partial Cohort Partner</i></b> <b>East Tennessee State University- Abingdon</b>	<b>State Match</b>	<b>Federal Match</b>	<b>Category</b>	<b>Cost x 1 Partial Cohort University</b>
<b>Principle Investigator/Coordinator (part-time)</b> (25/75 match)	\$2,000	\$6,000		\$8,000
<b>Benefits</b> (25/75 match)	\$750	\$2,250		\$3,000
<b>University Indirect</b> (20 % excluding Stipend) (50/50 match)	\$1,350	\$1,350		\$2,700
<b>Misc. Administrative Costs (including Travel)</b> (50/50 match)	\$750	\$750		\$1,500
<b>Course Development/Content</b> (25/75 match)	\$1,000	\$3,000		\$4,000
<b>2 Stipends</b> (25/75 match)	\$5,000	\$15,000		\$20,000
<b>Total</b>	<b>\$10,725</b>	<b>\$27,975</b>		<b>\$39,200</b>
<b><i>Full Cohort Partners - George Mason, Norfolk State, Radford and Virginia Commonwealth Universities</i></b>	<b>State Match</b>	<b>Federal Match</b>	<b>Category Cost/School</b>	<b>Cost x 4 Full Cohort Universities</b>
<b>1 University Coordinator</b> (25/75 match)	\$18,000	\$54,000	\$72,000	\$288,000
<b>Benefits</b> (25/75 match)	\$9,250	\$27,750	\$37,000	\$148,000
<b>1 PI Cost (5% of PI salary)</b> (25/75 match)	\$2,250	\$6,750	\$9,000	\$36,000
<b>PI Benefits (portion only; corresponding to % on project)</b> (25/75 match)	\$875	\$2,625	\$3,500	\$14,000
<b>University Indirect</b>	\$13,000	\$13,000	\$26,000	\$104,000

(20 % excluding Stipend) (50/50 match)				
<b>Misc. Administrative Costs (including Travel)</b> (50/50 match)	\$3,000	\$3,000	\$6,000	\$24,000
<b>Course Content</b> (25/75)	\$750	\$2,250	\$3,000	\$12,000
<b>20 Stipends</b> (25/75)	\$50,000	\$150,000	\$200,000	\$800,000
<b>Total</b>	<b>\$97,125</b>	<b>\$259,375</b>	<b>\$356,500</b>	<b>\$1,426,000</b>

<b>Total University Cost (5 schools) including 82 Stipends</b>	<b>\$399,225</b>	<b>\$1,065,475</b>		<b>\$1,464,700</b>
--	------------------	--------------------	--	--------------------

Total CWSP Program Cost			VDSS Cost + Cost of 5 Universities
State Match	Federal Match		
\$436,413	\$1,155,038		\$1,591,450

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.

#### **ONBOARDING OF CWSP STUDENTS:**

A total of 41 stipend students, including all 2019 graduates, completed the VDSS CWS3000: Foster Care New Worker Policy training during FY19, and many students completed additional recommended state courses as well. The following additional recommended state trainings were included in the *2018-19 CWSP Student Handbook* (prioritized courses are in bold) for students to consider:

- **CWS1061: Family Centered Assessment**
- **CWS1071: Family Centered Case Planning**
- **CWS3041: Working with Children in Placement**
- **CWS4020: Engaging Families and Building Trust-Based Relationships**
- **CWSE5011: Case Documentation in Child Welfare (online)**
- **CWS1041: Legal Principles in Child Welfare Practice** (classroom; must take two online pre-requisites, CWSE1041 and SCV: *Child Dependency Case Planning in JDR District Courts*)
- **CWSE4015: Introduction to Trauma-Informed Child Welfare Practice (online)**
- **CWS4015: Introduction to Trauma-Informed Child Welfare Practice** (classroom, CWSE4015 online course is a pre-requisite)
- **FSWEB1003: The Journey to Practice Enhancement (online)**

Eighty-two percent of 2019 CWSP graduates reported taking state recommended trainings, in addition to the required CWS3000 Foster Care New Worker training which all complete. The below table identifies the training courses most frequently taken among 2019 graduates.

### **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 from participation current LDSS employees who want to remain employed while attending school part-time. VDSS is committed to providing employee education support to LDSS employees who wish to obtain Social Work degrees.

These employees are already demonstrating their commitment to their agencies and to the clients with whom they work. Additionally, because they are already doing the work, they will not be surprised by 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 East Tennessee State University-Abingdon (ETSU-Abingdon), George Mason, Norfolk State, Radford, and Virginia Commonwealth Universities. Recipients will either already be working in foster care or adoption or 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 2019, continuing in their agency roles or taking promotional opportunities within foster care/adoption. VDSS intends to expand the CWEEAP, dependent on funding, to have the capacity to admit up to 20 employees from across the state. 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). VDSS anticipates again filling the 10 slots in academic year 2020-21 with qualifying LDSS workers, which will include 2019 participants continuing on in their academic programs, plus new students.

### **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 or adoption 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), assuming 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 field practicum if they do not have recent, previous, or current paid, public agency foster care/adoption 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 the course of 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. Generally, CWEEAP participants have access to child welfare topical seminars offered to traditional stipend students at each partner university.

**Application/Selection Process**

Until additional state funding is secured to expand the slot capacity, 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 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 or adoption.

Offering the CWEEAP in no way replaces or restricts 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 Program Manager who reports to an 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 IV-E or VDSS funding is strictly limited to reimbursing selected employees’ MSW program tuition and fees costs.

<b>FY 2021 (2020-21 Academic Year) Projection – CWEEAP</b>			
<b>Program Cost</b>	<b>State match*</b>	<b>Federal match</b>	<b>Total cost</b>

Up to 20 employees - new and returning (\$5000 max/each) – reimbursements for tuition and fees	\$25,000	\$75,000	<b>\$100,000</b>
--	----------	----------	------------------

**COVID 19 – Training Response**

The Division of Family Services Training team has developed five new virtual classroom courses to provide a temporary solution in the absence of in-person classroom training. DFS Training offers a variety of virtual classroom courses, where participants and an instructor gather online at a scheduled date and time (via GoTo platforms), for a highly engaging learning experience. This is also known as live, synchronous online learning. Depending on the length of the course it may be broken two or more sessions. For example, a six-hour course can be split into three 2-hour sessions. Engagement strategies include chat, polling, quizzes, hand raising, screen annotation, paired-chat breakout activities, etc. Participant engagement and participation are closely monitored throughout virtual classroom sessions.

The new **CWS2000.1W CPS New Worker with Guidance, CWS3000.1W Foster Care New Worker with Guidance, CWS3010W Adoption New Worker with Guidance** are a 9-12 hour series of webinars for new child welfare workers who have not completed the required program guidance course provides workers with the foundations of their program specific guidance needed to perform basic services. These courses were developed as an emergency measure and is not intended to permanently replace the New Worker Training with OASIS courses. The webinar series is offered for three to four consecutive days from 9:00 am to 12:00 pm with a 15-minute break during the morning. There are Transfer of Learning activities for each day’s material and a post-test where the trainee will demonstrate proficiency in the material covered. Satisfactory completion of the post-test in the COVLC will be necessary to obtain credit for the webinar series course. There will be a one-day classroom course offered to cover the OASIS portions of the trainings not able to be practiced in the webinar.

**CWS2020W On-Call for Non-CPS Workers Webinar Series** is for local workers who are not designated as CPS workers but will provide the limited duty of CPS on-call for their agency. The required online prerequisite course was developed as a foundational knowledge course and is not intended to replace the classroom course CWS2020. This new virtual course is comprised of two required parts: Prerequisite CWSE2020 is a required e-Learning which takes approximately 1 hour to complete and can be accessed at any time through the Virginia Learning Center (COVLC) and must be completed prior to enrollment in CWS2020W On-Call for Non-CPS Workers Webinar Series.

CWS2020W is a live webinar course, which staff can register for once they have completed CWSE2020. The webinar course consists of two sessions on two consecutive days. Each day includes a 3-hour session with a 15 minute break in the middle. Participants must attend both days in order to receive credit for completing the course. The webinar is interactive, including polling questions and opportunities to ask questions of the instructors. There will be transfer of learning activities for completion after class daily where the learner will practice key elements discussed in the webinar. These after-class activities will take approximately 30-60 minutes to complete. At the end of the 2-day webinar, a post-test will be administered which must be completed with 80% proficiency.

Completion of both parts of this course will provide you the knowledge, skills, and tools to serve in the on-call capacity for CPS. The course contains information about the laws, regulations and guidance for

Child Protective Services (CPS) practice at the local level. You will learn about taking calls from the state hotline, completing Structured Decision Making Tools, making mandated notifications while on-call, and fundamental skills for responding to emergent referrals. It is important to remember as you move through this course that your local agency has its own protocol for on-call duties. This course will provide you with a basis for applying guidance to on-call work and we will offer suggestions on how to do this, but ultimately you will want to talk with your supervisor or the on-call supervisor prior to performing all on-call duties.

#### **WEBINARS:**

DFS Training have been developing webinars for several years and these webinars are 60- to 90-minute online presentations (via GoTo platforms), designed to disseminate information to larger audiences (generally 50-150 people) and we generally offer them to each of the five regions depending on the topic. While webinars include polls, hand raising, and the ability to submit questions/comments to a moderator, they are not as interactive as virtual classroom sessions. Most DFS webinars are usually recorded and include companion materials, such as learning assessments, discussion guides, and lists of resources to learn more about the subject.

**GENE2000: Regulation and Resilience: Self-care Practices for Frontline Workers and Supervisors** is a 30 minute recorded webinar on regulation and resilience practices for essential staff and supervisors. This self-paced webinar provides strategies to support your nervous system and physical health during this time of crisis and in the future.

**FSWEB1039: How to Develop and Conduct Webinars Using the GoTo Platforms** is now available in the COVLC. There is a Webinar Toolkit, slides with notes, and a list of super users in Family Services that is available in the Resource Tab for downloading. This webinar was developed for the regional practice consultants and other Family Services staff needing to conduct virtual meetings, presentations, and training.

#### **BLENDED LEARNING:**

DFS Training is also assessing our required skills courses for possible conversion to blended learning courses for specific skills development training. This training will combine online, self-directed (asynchronous) coursework with a virtual classroom experience (synchronous). A virtual classroom is scheduled on a specific date and time, is facilitated by a trainer, and involves using an online meeting environment. For each session, the learner will complete a short, self-directed online course online, apply the concepts learned to current cases, and discuss your experiences with a facilitator and colleagues during a two-hour Guided Application and Practice (GAP) virtual classroom session. This is a completely new way for our trainers to provide virtual training and be able to monitor proficiency of newly acquired skills.

#### **LDSS TRAINING INITIATIVES (IV-E PASS-THROUGH)**

Each year, LDSS submit a plan to provide child welfare training under this category. These plans described the type of training to be provided (i.e., new-worker or ongoing training for staff/ resource parents), as well as the topic area to be covered and the overall plan for training. Approval of LDSS

training plans is contingent on the plan’s compliance with federal guidelines regarding allowable expenses. This amount includes funding for purchase of services such as travel, hotel accommodations, conference fees, training supplies and/or curriculum, training equipment, contractual services for the purpose of administering training, etc. It does not include the salary and related costs incurred by LDSS staff providing training.

Training activities that are necessary for the proper and efficient administration of the Title IV-E plan will be charged at the enhanced rate of 75%, subject to the application of the penetration rate.

Administrative costs, such as the salary of a LDSS-employed training staff, are part of VDSS’ random-moment sampling (RMS) process. Administrative functions, excluding salaries and related expenses, related to trainings that are eligible for Title IV-E will be charged at the federal financial participation (FFP) rate of 50% with the application of the penetration rate. LDSS provide the appropriate match.

Sixty three LDSS submitted plans to provide local training. Approved training at the enhanced rate, or 75%, subject to the penetration rate, is projected to be \$2,001,795. Approved training at the 50% rate, subject to the penetration rate, is projected to be \$119,590.

Virginia Department of Social Services Title IV-E Pass Through Training Plan			
FY2021			
Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
Safety Within your Home and in the Community: What you need to know (Foster Parent Celebration)	This training will incorporate numerous safety areas (home, community, playground, pool etc.). House safety and compliance with state regulations for foster homes are discussed. In addition, offering an opportunity for resource parents to hear from professionals about safety around vehicles, trains etc. and ways for resource parents to keep their children safe by educating themselves and their children.	Protecting and nurturing children; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%
Permanency Values and Permanency Skills	Trainer Sue Badeau will discuss how workers, youth, and caregivers can work together to create a vision of permanence and hope for a future that includes lasting family connections.	Concepts of: permanence for children; impact of multiple placements on a child's development; roles, rights & responsibilities of foster parents.	75%

## Virginia Department of Social Services Title IV-E Pass Through Training Plan

FY2021

Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
Secondary Trauma & Self-Care	Trainer Sue Badeau will discuss how secondary trauma and compassion fatigue can hinder our ability to care of others. She will discuss the signs and teach practical strategies to help preserve and retain foster families and continue to care for our children.	Concepts of: protecting and nurturing children; permanence for children; being a member of a professional team	75%
Skill-building for Supervisors	Trainer Sue Badeau will discuss the link between direct service case workers and system administration. Supervisors are critical to child welfare practice and they have the opportunities to influence day to day practices with children and families and the policies that shape the work. In this session, the concept of reflexive supervision will be discussed and specific skills for permanency-oriented, trauma-informed supervision will be shared.	Concepts of: permanence for children; impact of multiple placements on a child's development; being a member of a professional team	75%
SAFE Structured Analysis Family Evaluation	Resource Parent Assessment and Evaluation	Protecting and Nurturing	75%
Strategies for ethical decision making with children and families	Explore components of ethical decision making and develop concrete strategies for dealing with ethical dilemmas.	Improves service delivery through ethical decision making practices	75%

## Virginia Department of Social Services Title IV-E Pass Through Training Plan

FY2021

Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
Strategies to engage hard to reach adolescents	Discover new techniques for engaging teens, maximizing conflict and increase effectiveness with hard to reach youth.	Client engagement, service planning for better outcomes	75%
Substance Abuse Impact on children and families	Effects of substances on the child and family, relapse and recovery and its impact on permanency planning.	Service planning	75%
Permanency Barriers	Strategies and methods to expedite reunification and increase life-long connections for youth	Family centered practice to preserve, strengthen and reunify families	75%
Managing Out of control behaviors: De-escalation techniques	Teach foster and adoptive families about trauma informed parenting and how to effectively respond to challenging behaviors.	Identify and use developmentally appropriate strategies with youth in foster care	75%
Supervised Visitation	Helps workers gain tools for using parent child visits as an opportunity for change that leads to greater likelihood of reunification. Discusses how to support child and parents prior, during and after visitation, create visitation contracts and guidelines and gauge timeframes for community and unsupervised visitation.	Importance of visits in strengthening relationships between child and family; preparing the family for visits and managing emotions around family contact	75%
Best practices for engaging fathers	Develop skills, knowledge and understanding of the importance of engaging fathers in the case planning process. Emphasis will be on placed on facilitating equal access to services.	Family centered practice to preserve, strengthen and reunify families	75%
What social workers need to know about HIV/AIDS	Addresses model for supporting clients through behavioral change, identification of resources for	Emphasizes the need to engage clients experiencing compromised health issues	75%

Virginia Department of Social Services Title IV-E Pass Through Training Plan			
FY2021			
Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
	referral and discusses ambivalence and fear.		
Overcoming trauma	This session will focus on resiliency and recovery from traumatic life experiences.	Mental health issues related to children who have experienced loss, challenging experiences and trauma.	75%
Adverse Childhood Experiences and Toxic Stress	Traumatic experiences alter the way brains and bodies of children develop. This workshop will outline both the short term and long term consequences of ACEs on children	Mental health issues related to children who have experienced loss, challenging experiences and trauma.	75%
Video- Which Way Home	Video that focuses on immigration through the eyes of a child. The film follows several unaccompanied child migrants as they journey through Mexico en route to the U.S. on a freight train they call "The Beast." Director Rebecca Cammisa (Sister Helen) tracks the stories of children	Cultural sensitivity training	75%
Human Trafficking	Analyze profiles and vulnerability factors of domestic minor sex trafficking, victims along with recruitment, grooming and control tactics. Discusses how to implement victim centered interventions.	Trauma, safety and service planning	75%
Older child adoption	Encourages workers and prospective families to consider the unique developmental factors associated with older child adoption, how to prepare older youth and maintain birth family connections and cultural heritage.	Explores permanency planning	75%
Internet Safety	In service to teach resource parents on potential dangers of unsupervised computer time, cyberbullying and social networking.	Strategies to support foster parents as they grapple with technology and address child behavior and safety	75%

Virginia Department of Social Services Title IV-E Pass Through Training Plan			
FY2021			
Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
African American hair and skin care	Hands on training to offer basic tips and techniques for caring for African American children.	Respect of cultural heritage, identity and promotes well-being.	75%
Universal/Standard Precautions	In service to educate resource parents on health and safety precautions to protect themselves and the family	Promotes safety	75%
Kinship Care Symposium	A forum to discuss the unique needs of relative caregivers and the resources needed to sustain kinship placements	Family centered practice to preserve, strengthen and achieve permanency	75%
LBGTQ Awareness and Support	A panel presentation of youth involved in the system discussing ways to better engage and serve LBGTQ youth through a trusting helping relationship	Cultural competence training	75%
Culturally Responsive Practices	We are faced with serving a multicultural population of whom we need to learn more about. This series will identify practical and culturally responsive ways to engage those from Central America, Ethiopia and Mongolia.	Respecting a child and families' background, heritage and values	75%
Juvenile Sex Trafficking Conference November 11-13	This two day conference on Juvenile Sex Trafficking will expand upon basic training to take your understanding and expertise to the advanced level. Experts and survivors from around the nation will teach on today's hottest issues facing anti-trafficking advocates and professionals. This year's JuST Conference will feature exclusive	Trauma, safety and service planning	75%

Virginia Department of Social Services Title IV-E Pass Through Training Plan			
FY2021			
Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
	workshops and sessions on demand: the driving force of the commercial sex industry.		
Book purchases: The Five Dysfunctions of a Team; The Leadership Challenge	Leadership books that support supervisory practices. Outlines powerful models and action steps that can build stronger teams and effective managers	Leadership development	50%
Trauma Informed Child Welfare Supervision	Skills training for child welfare supervisors to enable staff to provide trauma informed services to foster parents, foster children/youth and biological family.	Factors that contribute to, and the effects of neglect, emotional maltreatment, physical and sexual abuse; types of loss, responses to loss, and the factors that influence the experience of separation, loss and placement; developmentally appropriate, effective and non-physical disciplinary techniques; maintaining a home and community environment that promotes a sense of safety and well-being; the professional team's role in supporting the transition to permanency and preventing unplanned placement disruptions.	75%
Trauma Informed training for Staff and Foster parents	Recognizing trauma best practices, identifying best practice, identifying trauma response, Developing resiliency in children, recognizing trauma, helping develop tools with	Factors that contribute to neglect, emotional maltreatment, physical abuse, and sexual abuse and the effects thereof; conditions and	75%

## Virginia Department of Social Services Title IV-E Pass Through Training Plan

FY2021

Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
	foster parents and staff to address and understand trauma in children	experiences that may cause developmental delays and affect attachment, types of and response to loss, and the factors that influence the experience of separation, loss and placement	
Compassion fatigue	How to prevent worker burnout, stressful work related events, self care, symptoms of compassion fatigue, developing effective coping skills	Maintaining a home and community environment that promotes safety and well being, relationship between child welfare laws, the local departments mandates and how the local department carries out its mandates	75%
Working with traumatized youth in fc for Foster Parents	Understanding how trauma directly impacts the development and functioning of children in care	Factors that contribute to neglect, emotional maltreatment, physical abuse, and sexual abuse and the effects thereof; conditions and experiences that may cause developmental delays and affect attachment, types of and response to loss, and the factors that	75%
Father Engagement	To expand and infuse father engagement best practices across the CYF division and system of care agencies, the Family Engagement Program will reach out to experts in the field to train staff on innovative service delivery models designed specifically to meet the unique	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing	75%

Virginia Department of Social Services Title IV-E Pass Through Training Plan			
FY2021			
Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
	needs of fathers, which include: economic stability, relationship skills, parenting capacity, and emotional/behavioral health.	relationships intended to last a lifetime; being a member of a professional team	
Creating change through structured client feedback mechanisms - Impacts on Case Planning	Working with soliciting and tracking client feedback on service plan progress (evidence-based model)	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%
Strength-Based Solution-Focused: working with mandated and "resistant" clients	Strengths-based training on techniques of reframing, exception-to-the-problem, and strengths identification work. This includes "Questions that Create Hope and Promote Change."	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%
Addressing Disproportionality - Working Effectively with African-American Families and Families of Color	Workshop topics include: 1) Children, Families, and Trauma: A Relational Approach; 2) Unmasking Trauma in Children and Youth: A Multicultural Perspective; 3) Working with Troubled Youth; 4) Treating the Invisible Wounds of	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting	75%

## Virginia Department of Social Services Title IV-E Pass Through Training Plan

FY2021

Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
	Trauma and Oppression; 5) Working with Families Through a Multicultural Perspective; 6) Love is Not Enough: Working Effectively with Adoptive and Foster Families.	children to nurturing relationships intended to last a lifetime; being a member of a professional team	
Compassion Care Workshops	Training to support the workforce when dealing with issues related to secondary trauma and compassion fatigue.	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%
Addressing Crisis Situations in Case Management	Utilizes a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. The focus is on building healthy relationships between all the stakeholders in human service settings in order to facilitate the development of an organizational culture that provides the emotional, psychological, and physical safety needed in order to teach new behaviors to replace the behaviors that are labeled “challenging”.	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%

## Virginia Department of Social Services Title IV-E Pass Through Training Plan

FY2021

Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
Motivational Interviewing	Motivational interviewing is a collaborative, person-centered form of guiding to elicit and strengthen motivation for change in case planning. It uses people's own goals and values to increase their intrinsic motivation by exploring and resolving ambivalence about changing their behavior to address case plans.	Protecting and nurturing children; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime	75%
Child Welfare Case Management in Families with Mental Health Disorders	This training will include strategies and best practices in working with families who are involved with the child welfare systems and also have significant mental health issues impacting their abilities to parent and follow case plans. Particular attention will be paid to working with child welfare clients with Personality Disorders.	Protecting and nurturing children; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%
Providing Post-Adoption Support	60% of American households are touched by adoption. Yet most adoptive families don't have an easy time finding adoption-competent professionals to help with their questions, decisions, and unique challenges. Addresses how to best meet the needs of birth parents, foster children and families, or adoptees and adoptive families. The training integrates theory, research, best practices, and innovative	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%

Virginia Department of Social Services Title IV-E Pass Through Training Plan			
FY2021			
Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
	strategies with content that can be customized to suit specific needs.		
Juvenile Sex Trafficking (JuST) Conference	Nation's leading conference on juvenile sex trafficking will feature experts from across the nation providing professional training on a variety of topics related to domestic minor sex trafficking. Participants will have the opportunity to learn from and network with hundreds of individuals with backgrounds in service delivery, investigation, prosecution, outreach and community mobilization.	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%
North American Council on Adoptable Children (NCAC) Conference	The conference has sessions designed to inspire, inform, and encourage all members of the adoption community, including adoptive parents raising children with special needs, professionals seeking families for older children, mental health or other professionals supporting adoptive and foster families, international adoptive parents, adopted persons, and others with personal or professional connections to adoption.	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%
ATTACH Conference: Attachment Matters - Raising the Bar for Child Wellbeing	Join parents and professionals from across North America and beyond to learn from one another and receive the most cutting edge training from leading speakers in	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children	75%

## Virginia Department of Social Services Title IV-E Pass Through Training Plan

FY2021

Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
	the field of trauma and attachment. Specific track for child welfare workers	and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	
Child Welfare League of America (CWLA) Annual Conference	The CWLA National Conference will engage stakeholders and partners whose efforts, contributions, and standards improve outcomes for children, youth, and families. Presentations will showcase those policies, programs, practices, research, and collaborations that are aligned with the Core Principles of the CWLA National Blueprint for Excellence in Child Welfare.	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	75%
Primer Hands On: Training for Leaders in Building Effective Systems of Care	The National Technical Assistance Center for Children's Mental Health (TA Center) offers the Primer Hands On Training on a biannual basis, generally in the Fall and Spring of each year. This training targets leaders across child-serving systems and stakeholder groups who already play influential roles in the development of systems of care for children at-risk for or with serious emotional disturbances and their families. Through a two-day training, leaders will learn how to use the organizing framework and strategic approach laid out in Building Systems of Care: A Primer	Protecting and nurturing children; meeting developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to nurturing relationships intended to last a lifetime; being a member of a professional team	50%

Virginia Department of Social Services Title IV-E Pass Through Training Plan			
FY2021			
Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
	to advance system building at the state, territory, tribal, and community levels.		
Collaborations for Building Strong Communities and Networks of Services For Families	The purpose of this conference is to provide families and agency with information about practical strategies to implement in the agencies in working with family and communities to strengthen families. This is based on the new initiatives from VDSS and community partners. Speakers have been specially selected because they have experience on a professional level, VDSS state office administrators, program managers and community partners who have the requirements for implementation, research, and data and also have experience In working with foster, adoptive and biological children and families.	Best practice for placement of the child; General substance abuse, crisis intervention issues related to children and families in the child welfare system; Social work practice, such as Families First, Kingap such as family centered practice and social work methods including interviewing and assessment; Child abuse and neglect issues, such as the impact of safe sleep and mandate reporting, service delivery and strengthening families.	75%
Virginia Crimes Against Children Conference	The goal is to provide quality training to all involved in the investigation, prosecution, evaluation, medical or mental health treatment capacity, as well as local, state and federal officials, and lawmakers committed to developing collaborative partnerships.	Social work practice, such as family centered practice and social work methods including interviewing and assessment; Child abuse and neglect issues, such as the impact of child abuse and neglect on a child, and general overviews of the issues involved in child abuse and neglect investigations.	75%

Virginia Department of Social Services Title IV-E Pass Through Training Plan			
FY2021			
Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
Intensive Permanence Services	The purpose of the training is to train staff on the use of Intensive Permanence Service (IPS); an exhaustive search for connections that help youth connect or reconnect with their family. IPS services use the best youth-driven evidence informed and innovative practices available to help youth connect and reconnect with caring adults. IPS incorporates a research informed evaluation tool called the Youth Connections Scale (YCS) which measures youth perception of connectedness with caring adults.	Family finding, permanency planning, family-centered practice, strengths-based practice. Child abuse and neglect issues such as youth healing the relational trauma by addressing the grief and loss they have experienced, and creating numerous, life-long connections between youth and caring adults that can serve the youth on into adulthood.	75%
We Belong Together-A Camp-ference for Families & Workers	Camp-ference will provide an opportunity to learn new skills; secure new knowledge; spend time with one another unplugged from everyday life; and developing new friends and support networks	Topics for resource parents include the following & more: Topics for resource parents include the following & more:  Building a trauma –informed-community Parenting children w/Fetal Alcohol Syndrome Medication management strategies Protecting your child in a social media world Understanding foster care and education in Virginia Medicaid & foster care Special education 101 Financial policies in foster care	75%

Virginia Department of Social Services Title IV-E Pass Through Training Plan			
FY2021			
Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
		Compassion fatigue Trauma's impact on attachment	
Intersections of Violence: Domestic Violence, Sexual Assault, and Child Abuse Conference	This multidisciplinary conference brings together law enforcement, prosecutors, victim advocates, child advocates, and other allied professionals to highlight promising practices and emerging issues to effectively respond to domestic violence, sexual assault, and child abuse in our communities.	Case management; domestic violence issues related to children and families in the child welfare system; Social work practice and social work methods including interviewing and assessment; Child abuse and neglect issues, such as the impact of child abuse and neglect on a child	75%
National Permanency Conference	The primary focus of learning will be centered on the impact of trauma on brain development and the related implications of finding and preserving permanence for maltreated and traumatized children.	Case management; neuroscience related to working with children and families in the child welfare system; Social work practice; impact of child abuse and neglect on a child	75%
Virginia CSA Conference	This is an annual conference that provides information and resources for all community agencies that use CSA funding. Presenters provide training on a variety of topics to include Trauma Informed Training for Foster Parents, The Needs of Adoptive Families and Children Post Age 18, Behaviors related to Brain Injury, DD Waiver Services, Educational Stability for Foster Care Youth, Residential Services Changes, Building Community Resources, The	Social Work practice is addressed as the conference will touch on Foster Parent Training which could help with placement stability, service needs of adoptive parents, educational stability and resources related to the wellbeing of youth in foster care. The conference will also address how to get services for foster care youth as they age out of the foster care system.	75%

## Virginia Department of Social Services Title IV-E Pass Through Training Plan

FY2021

Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
	CANS Assessment, Developing Cultural Humility, Working with DJJ, Customer Service, Psychotropic Medication Monitoring, and many other informative topics.		
Understanding the Grief Cycle in Foster Care	The purpose of this training will be to provide families with information about defining grief in foster care for children and families, connecting the grief cycle to separation from biological family, identifying the stages of grief and the behaviors related to each stage, coping with behaviors, and strategies to use help work through the grief.	Knowing why dealing with loss and separation is very challenging work, identify losses that birth families, foster families and adoptive families experience because they are involved in the child welfare system, describing the stages of grief, identify ways to deal with behaviors and reactions of children who are responding to grief, the importance of teamwork in dealing with separation and loss	75%
National Council on Behavioral Health National Conference	Premier Conference addressing organizational leadership and strategy, workforce development, systems change, clinical and business best practices, outside measurements and public education	Case management and supervision; General substance abuse, domestic violence, and mental health issues related to children and families in the child welfare system; Social work practice, such as family centered practice, equity, equality, and social work methods including interviewing and assessment.	75%
Annual Research & Policy Conference	This annual conference has been a leader in promoting the	Child welfare; improving outcomes for transition-aged	75%

## Virginia Department of Social Services Title IV-E Pass Through Training Plan

FY2021

Course Name	Course Description	IV-E Admin. Functions Addressed	Estimated IV-E %
on Child, Adolescent, and Young Adult Behavioral Health	development of the research base essential to improved service systems for children and youth with mental health challenges and their families. Known widely as “The Tampa Conference,” this is an annual gathering of more than 500 researchers, evaluators, policymakers, administrators, parents, and advocates. This year’s conference addresses children’s behavioral health, trauma informed practices, evidenced based interventions in child welfare, data & outcomes, etc.	youth; cross-system interventions to promote mental health of children in child welfare; placement stability; permanency; substance exposed infants; domestic violence-intimate partner violence in child welfare; improving outcomes for LGBTQ youth in child welfare, youth engagement, continuous quality improvement.	
Exploring the Themes of Separation & Loss, Abuse, Cultural Identity & Adoption	Following a film based on a true story, we will discuss the thematic elements of the movie <u>Lion</u> which include separation and loss; abuse; sex trafficking, cultural identity and adoption.	Types of and response to loss, and the factors that influence the experience of separation, loss, and cross cultural placement; cultural, spiritual, social, and economic similarities and differences between a child’s primary family and foster or adoptive family; promoting a child’s sense of identity, history, culture and values; respecting a child’s connection to his birth family, previous foster families and /or adoptive families	75%