**Virginia Child Welfare Staff and Provider Training**

Child welfare training for local department staff that originates from VDSS is now developed entirely either within the Division of Family Services (DFS), initiated at local departments of social services (LDSS), or through the newly established (2020) Division of Workforce Development and Support (WDS). The required competency-based statewide child welfare training system is delivered by a team of three instructor-led curriculum developers and two eLearning developers. WDS is comprised of a Division Director, 17 part-time trainers, one training delivery supervisor, one curriculum development supervisor, one eLearning development supervisor, one systems data and support supervisor, five administrative support/LMS registrar staff, and a training program manager. Training that comes out of DFS is largely driven by guidance and regulations, and is conducted by VDSS staff from the home or regional offices. Training for local, department-approved providers is primarily provided by a contract with several universities and is based on the Parent Resources for Information, Development, and Education (PRIDE) curriculum.

**Virginia Child Welfare Training Model:**

The pre-service child welfare training developed is the legacy training system that started more than 25 years ago as the comprehensive, competency-based child welfare in-service training program, based on a model used in Ohio. Established supervisor and caseworker core competencies have guided the development of several documents to inform LDSS directors, supervisors, and caseworkers on how to best integrate training and maximize learning in order to improve child welfare services. The child welfare training is tasked with providing initial pre-service training, based on these core competencies, for newer staff, as well as ongoing in-service training for supervisors and experienced workers. The newly developed Division of Workforce Development and Support (WDS) was established in 2020 to elevate training across the Human Services Portfolio and is composed of the trainers, curriculum and eLearning developers drawn from Benefit Programs, Child Care, and Family Services divisions. The purpose is to bring together the diverse yet similar training programs in a way that creates a synergy of resources, content, delivery and partnerships with local departments of social services.  The ultimate goal is to increase opportunities for LDSS employees statewide to learn and apply the critical content needed to perform their job duties. The WDS Director and Training Manager maintains close contact and is immersed in the Division of Family Services management meetings to support all training needs of the division.  Additionally, the WDS Training Manager participates in the Prevention/Protection Advisory Committees, Permanency Advisory Committees, Child Welfare Advisory Committees and PIP Committees to collaborate on identifying key training needs and solutions. Curriculum developers also participate in quarterly regional meetings and weekly policy analyst and management meetings to keep up to date on needed training revisions and any possible new development needs.  The WDS staff also collaborates with regional practice consultants and LDSS supervisors on identifying new training needs and feedback on current training development.

With the suspension of all classroom training in March 2020 due to the COVID-19 pandemic, WDS has broadened online learning opportunities to help learners succeed in their professional and personal learning goals. After careful research and collaboration with colleagues from other state child welfare training programs, the decision was made to implement a four phase conversion process of all mandated classroom child welfare pre-service training and the newly established Leadership Institute. A series of live synchronous online learning webinars were

developed to bring individual and group work to life in a virtual platform and transfer learning from online to on the job through assigned activities and a proficiency test upon completion.  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. All online course prerequisites must be completed prior to enrolling in the webinar series in the COVLC and is monitored using the required training console in the LMS.  Required training will continue to be delivered through online courses and live virtual webinar series, now indicated by a **"W"** after the course number.  WDS successfully converted all required pre-service training for new workers to all virtual distance learning during this reporting period. Even with the ongoing conversion of all new worker required classroom course curricula to virtual distance learning, the team provided 345 training events with 5,368 completions in CY21 (January through December, 2021).

WDS currently provides **39** virtual instructor-led training via interactive webinars for required training and **116** online distance learning courses for both required core pre-service training and in-service training courses for on-going workers and supervisors including eLearning, recorded webinars, and micro-learnings. All online training courses are available through the COVLC and micro-learnings are posted on the WDS Fusion website for easy accessibility.
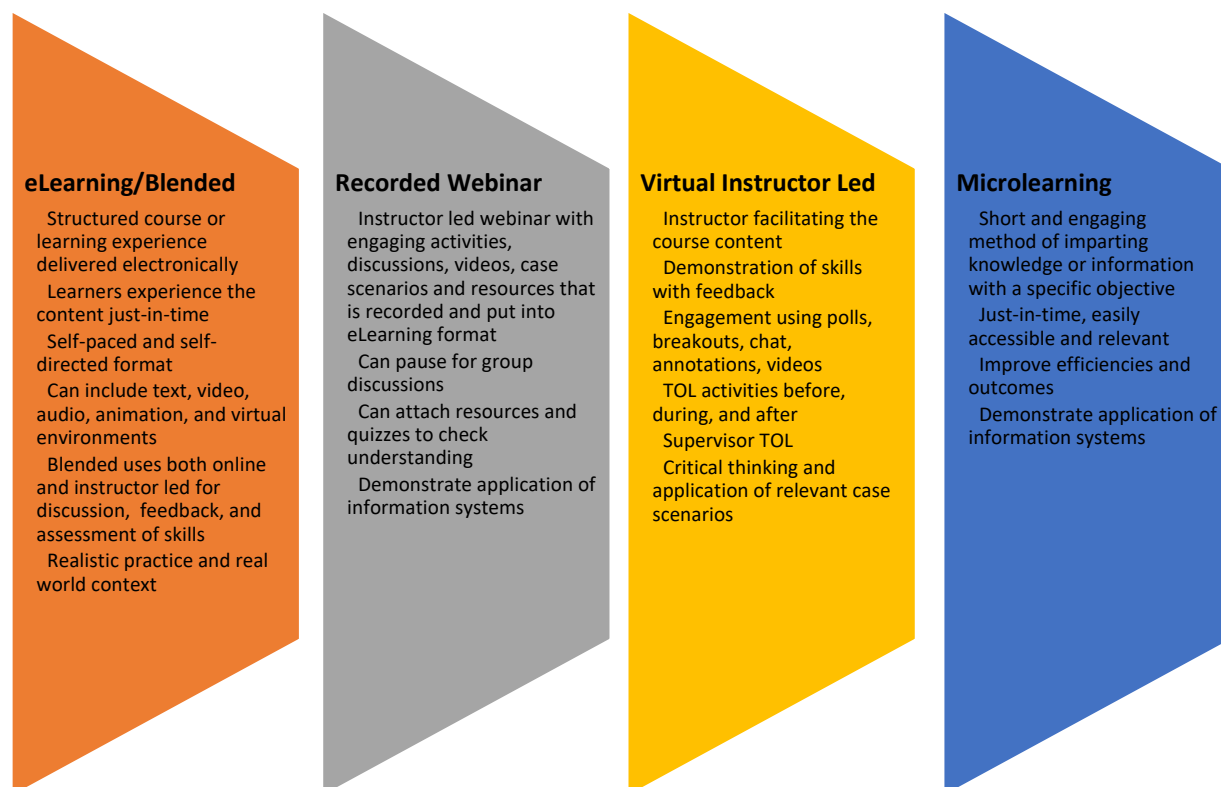
The number of LDSS staff new hires in Virginia that require training, as of 6/30/21:

| Occupational Title | Vacant | Filled | Total |
|---|---|---|---|
| Family Services Specialist I | 123 | 313 | 436 |
| Family Services Specialist II | 246 | 1,105 | 1,351 |
| Family Services Specialist III | 108 | 707 | 815 |
| Family Services Specialist IV | 32 | 262 | 294 |
| Family Services Supervisor | 36 | 462 | 498 |
| Family Services Manager | 7 | 48 | 55 |
| **Total Family Services** | **552** | **2,897** | **3,449** |

Virtual instructor-led training delivery completions has been reduced due to limited number of part-time trainers and need for two trainers to deliver the training due to the webinar platform and technological support often required with connectivity issues and specific learner's needs. The scheduling of new worker training classes has been increased to reflect the high turnover and hiring needs within the local agencies.  All new worker guidance training sessions are being offered monthly instead of the previous bi-monthly rotation to accommodate this workforce change. The WDS intranet Fusion website has also been updated to provide more user-friendly training schedules and enrollment data, including actual number of available seats per class which is updated twice weekly so learners can find availability easier.  A monthly training data dashboard is sent to each of the Regional Directors including a list of no show learners that have enrolled in a training session and either canceled enrollment at last minute or does not show for the training session, which does not allow for any learners needing the training and waiting to enroll to be able to participate and reducing the number of learners per class. This monthly notification data has greatly reduced all waitlists so learners can now participate in required training within their required timeframes.   All learner training materials, including transfer of learning activities, are now posted to the WDS Fusion website and is available for

learners and supervisors to download. VDSS staff and regional practice consultants also now have access to all training materials to use in case consultations and regional roundtable discussions when needed to augment their practice technical assistance to the local agencies.

The following graphic represents the many components of the distance learning program and how WDS has worked to maintain the training model fidelity in a virtual delivery platform.

**eLearning/Blended**

Structured course or learning experience delivered electronically

Learners experience the content just-in-time

Self-paced and self-directed format

Can include text, video, audio, animation, and virtual environments

Blended uses both online and instructor led for discussion, feedback, and assessment of skills

Realistic practice and real world context

**Recorded Webinar**

Instructor led webinar with engaging activities, discussions, videos, case scenarios and resources that is recorded and put into eLearning format

Can pause for group discussions

Can attach resources and quizzes to check understanding

Demonstrate application of information systems

**Virtual Instructor Led**

Instructor facilitating the course content

Demonstration of skills with feedback

Engagement using polls, breakouts, chat, annotations, videos

TOL activities before, during, and after

Supervisor TOL

Critical thinking and application of relevant case scenarios

**Microlearning**

Short and engaging method of imparting knowledge or information with a specific objective

Just-in-time, easily accessible and relevant

Improve efficiencies and outcomes

Demonstrate application of information systems

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

**Training Needs Assessment:**
- Partnership with division program managers, policy analysts, and federal partners to collaborate on needed competencies and learning objectives for on the job proficiency
- Collaboration on identification of needed skills and critical thinking to conduct various aspects of child welfare work to follow guidance, regulations, and protocols.
- Involving internal and external stakeholders in developing new curriculum, including an LDSS review of on-line curriculum and classroom piloting of new course materials

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

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

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

- Trainer feedback provided through supervisor for monitoring on-going training delivery issues with curriculum content, materials, and technology
- SME participation in course review and feedback provided to align training materials with best practices
- Use of Revision Guides to document all curriculum changes and track version control
- Final program manager sign-off of all post pilot revisions and final training publication

**Needs Assessment**
- Program Driven
- LDSS Learner Needs
- Learner Competencies
- Required Training/Compliance
- External & Internal Requests/Training Plans
- ID SME and Approach

**Evaluation**
- Pilot Review Revisions
- Course Evaluation Survey
- Trainer Feedback
- Program SME Feedback
- Post Tests Analysis
- Additional pilot needed
- Final Program Sign Off
- Update Revision Guide

**Preparation & Delivery**
- Pilot Scheduling
- Create Course in VLC
- Required Training Console
- Trainer Qualifications/Prep
- Fusion Materials Posted
- Learning Library Updates

**Instructional Design**
- Work plan - ADDIE
- Learning Objectives
- Course Development
- TOL/Post Test Developed
- VDSS & LDSS Reviews
- Course Edits/Revisions/2 yr Review Cycle
- Program Sign Off

**Process to Promote Transfer of Learning**

The Division of Workforce Development and Support continues to view training as a collaborative effort 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 with the support of a skilled supervisor.  WDS continues to provide a supervisory tool for each pre-service training course as a way to facilitate discussion on the content of each course including specific topics covered, a description of transfer of learning from the training back to the local department, and suggestions for continuing the learning process in the local department to increase the knowledge, skills and abilities of caseworkers.  Work is occurring on developing Transfer of Learning (TOL) in all WDS training classes across the Human Services Portfolio.

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 training session to the supervisor to further enhance the skill-building and learning achieved through child welfare training. The following types of transfer of learning activities were 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 training, participants are given 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) Daily TOL Activities for Virtual Learning Integration – following daily webinar sessions, participants are ask to complete realistic on the job activities or application questions and submit them to their trainers for review. These TOL will reflect the learner's knowledge and abilities to apply their essential learning from that days training.

d) Transfer of Learning Supervisory Tool – Supervisor Training Follow-up Guides are posted on the WDS Fusion website for the trainee's supervisor to follow-up with 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 to on the job training.

**ONGOING ADVANCED TRAINING OF TRAINERS**

WDS Training has instituted a new Trainer Workshop Model last year 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 Safety Assessments and Safety Networks with CPS regional practice consultants helped to align new training curriculum content with best practices in the local agencies. Teleconferences are held with all trainers to discuss the new courses which uses new language that impacts multiple courses to improve 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 WDS 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. WDS has worked with the IT Portfolio Team who develops the technology and conducts the capacity building training of the COMPASS Mobility App and Portal. During this reporting period, the OASIS training for new workers is now being conducted by this training team, as the technology and OASIS updates are being made on a regular basis and this will allow for current accurate training for workers.

**WEEKLY WDS TRAINING DASHBOARD:**

Since the implementation of the required training console on its statewide learning management system (LMS), all new child welfare workers are automatically informed of their training requirements and training is tracked within set time periods for completion. Supervisors are sent automated emails with training requirements for their staff. The use of the LMS required training console has greatly improved the completion of required training for new FSS workers within the designated time frame. A weekly WDS Training Dashboard is created from the LMS data and distributed to VDSS leadership and local department of social services directors through each of the five VDSS Regional Office Directors. This data includes a running completion count of all classes broken down by regions for the fiscal year, absent from training no show rates identified by agency and learner, weekly count of class sessions offered, outstanding training requirements by learner and agency, and a summary of trainer evaluation survey results. Additionally, the regional consultants are requesting training reports on agencies they are working with on reviews. Adding additional support staff to provide LMS registrar duties has increased capacity to provide these necessary training reports so data to assist in training delivery can be monitored.

The implementation of Qualtrics 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. Courses are not specific to agency, and so courses are not reflective of the organizational factors inherent to each agency that can often 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 evaluation measures of whether learning has transferred to on the job 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. WDS 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 – see Appendix B: Training Survey Analysis for complete breakdown of each pre-service training course and overall satisfaction rates.

In CY21, WDS provided **345** virtual instructor-led training events from January 1, 2021 to December 31, 2021 with a total of **5,368** completions which is about half the number of training events and completions in CY19, the last year of classroom training prior to COVID. In CY20, WDS provided **279** training events, including converted virtual events, from January 1, 2020 to December 31, 2020, with a total of **3,758** completions. With the COVID-19 crisis, these statistics are greatly reduced from the statistics in CY19 at **703** classroom training events, a total of **9,008** completions. CY19 had the highest number of classroom training events and completions of training in recent history. The necessary time it took to convert training curriculum to a virtual platform and the need to have more than one trainer to deliver the virtual training webinars, greatly reduced the total number of training offerings in CY20 and CY21. In comparison, the total number of completions of online courses in CY20 was **17,963** which had increased from **15,532** for CY19. The CY21 total number of completions of online courses was **17,544** which is only slightly increased from CY20.

| Calendar Year 2021 Family Services Virtual Training Completions | | |
|---|---|---|
| Event Title | Events | Completions |
| VDSS – CWS1000W: In-Home Services New Worker Guidance Training with OASIS | 10 | 174 |
| VDSS - CWS1021W: The Effects of Abuse and Neglect on Child and Adolescent Development | 16 | 377 |
| VDSS - CWS1031W: Separation and Loss Issues in Human Services Practice | 17 | 308 |
| VDSS - CWS1041W: Legal Principles in Child Welfare | 19 | 263 |
| VDSS - CWS1061W: Family Centered Assessment in Child Welfare | 5 | 355 |
| VDSS - CWS1071W: Family Centered Case Planning in Child Welfare | 34 | 363 |
| VDSS - CWS1305W: The Helping Interview: Engaging Adults for Assessment and Problem-Solving | 19 | 358 |
| VDSS - CWS2000.1W: Child Protective Services (CPS) New Worker Guidance Training with OASIS | 11 | 284 |
| VDSS - CWS2011W: Intake, Assessment, and Investigation in Child Protective Services | 12 | 189 |
| VDSS - CWS2020W: On Call for Non-CPS Workers | 9 | 128 |
| VDSS - CWS2021W: Child Sexual Abuse | 17 | 228 |
| VDSS – CWS2031W: Sexual Abuse Investigations | 6 | 92 |
| VDSS - CWS2141W: Out of Family Investigations | 9 | 136 |
| VDSS - CWS3000.1W: Foster Care New Worker Guidance Training with OASIS | 10 | 101 |
| VDSS - CWS3010W: Adoption New Worker Guidance Training with OASIS | 9 | 141 |
| VDSS - CWS3015W: Adoption Assistance | 3 | 30 |
| VDSS - CWS3021W: Promoting Birth and Foster Parent Partnerships | 11 | 122 |
| VDSS - CWS3041W: Working with Children in Placement | 7 | 112 |
| VDSS - CWS3061W: Permanency Planning with Teens | 6 | 80 |
| VDSS - CWS3071W: Concurrent Permanency Planning | 9 | 155 |
| VDSS - CWS3081W: Promoting Family Reunification | 3 | 130 |
| VDSS - CWS3101W: Introduction to the PRIDE Model | 11 | 68 |
| VDSS - CWS3103W: Mutual Family Assessment | 14 | 91 |
| VDSS - CWS4020W: Engaging Families and Building Trust-Based Relationships | 17 | 287 |
| VDSS - CWS4030W: Family Partnership Meeting Facilitator Training | 10 | 79 |
| VDSS - CWS4080W: Kinship Care in Virginia | 6 | 97 |
| VDSS - CWS5011W: Case Documentation | 18 | 230 |
| VDSS - CWS5307W: Assessing Safety, Risk, and Protective Capacity | 24 | 353 |
| VDSS - DVS1001W: Understanding Domestic Violence | 2 | 24 |
| VDSS - SUP5710W: Coaching for Optimal Development | 1 | 13 |
| SUM | 345 | 5368 |

The following list of online training completions include both required eLearning courses for the Core pre-service training and the In-service training recorded webinars (designated by FSWEB) that provide ongoing training to workers and supervisors and represent current best practices or LDSS identified topics. These ongoing training courses and eLearning courses are available in the COVLC.

| Calendar Year 2021 Family Services Online Course Completions | |
|---|---|
| Content Title | Completions |
| VDSS - CWSE1002: Exploring Child Welfare (Module 1) | 490 |
| VDSS - CWSE1002: Exploring Child Welfare (Module 2) | 493 |
| VDSS - CWSE1002: Exploring Child Welfare (Module 3) | 496 |
| VDSS - CWSE1002: Exploring Child Welfare (Module 4) | 486 |
| VDSS - CWSE1006: Reasonable Candidacy (Candidacy Determination) | 449 |
| VDSS - CWSE1041: Legal Principles in Child Welfare | 348 |
| VDSS - CWSE1050: VEMAT Rater Training (Module 1) | 97 |
| VDSS - CWSE1050: VEMAT Rater Training (Module 2) | 86 |
| VDSS - CWSE1050: VEMAT Rater Training (Module 3) | 82 |
| VDSS - CWSE1050: VEMAT Rater Training (Module 4) | 81 |
| VDSS - CWSE1050: VEMAT Rater Training (Module 5) | 75 |
| VDSS - CWSE1071: Introduction to SafeMeasures | 96 |
| VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) – CPS (Module 1) | 432 |
| VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 2) | 409 |
| VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) – CPS (Module 3) | 389 |
| VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) – CPS (Module 4) | 358 |
| VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 1) | 275 |
| VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 2) | 225 |
| VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 3) | 243 |
| VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 4) | 220 |
| VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 5) | 218 |

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| VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 6) | 214 |
| VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 7) | 210 |
| VDSS - CWSE1510: Structured Decision Making In Virginia (Module 1) | 470 |
| VDSS - CWSE1510: Structured Decision Making In Virginia (Module 2) | 433 |
| VDSS - CWSE1510: Structured Decision Making In Virginia (Module 3) | 433 |
| VDSS - CWSE1510: Structured Decision Making In Virginia (Module 4) | 418 |
| VDSS - CWSE1510: Structured Decision Making In Virginia (Module 5) | 416 |
| VDSS - CWSE1515: Introduction and Intake (module 1) | 258 |
| VDSS - CWSE1515: Safety Assessment (module 2) | 230 |
| VDSS - CWSE2020: On Call for Non-CPS Workers | 204 |
| VDSS - CWSE2021W:  Child Sexual Abuse Dynamics | 353 |
| VDSS - CWSE2090: Injury Identification in Child Welfare | 180 |
| VDSS - CWSE2141W: Introduction to Out of Family Investigation | 206 |
| VDSS - CWSE3015: Adoption Assistance Screening Tool | 89 |
| VDSS - CWSE3020 Educational Stability for Children and Youth in Foster Care | 29 |
| VDSS - CWSE3030: Normalcy for Youth in Foster Care | 205 |
| VDSS - CWSE3042: Interstate Compact on the Placement of Children (ICPC) | 62 |
| VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 1) | 47 |
| VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 2) | 37 |
| VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 3) | 35 |
| VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 4) | 33 |
| VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 5) | 31 |
| VDSS - CWSE4000: Identifying Sex Trafficking in Child Welfare | 341 |
| VDSS - CWSE4015: Introduction to Trauma-Informed Child Welfare Practice | 324 |
| VDSS - CWSE4025: AFDC Relatedness (Module 3) | 187 |
| VDSS - CWSE4025: Annual Judicial Reviews (Module 5) | 163 |
| VDSS - CWSE4025: Determining initial Title IV-E eligibility (Module 2) | 236 |
| VDSS - CWSE4025: Getting started in Title IV-E (Module 1) | 273 |
| VDSS - CWSE4025: Payment Accuracy (Module 6) | 160 |
| VDSS - CWSE4025: Placement and Licensing (Module 4) | 182 |
| VDSS - CWSE4030: Introduction to Family Partnership Meetings | 235 |
| VDSS - CWSE4050: Psychotropic Medications and the Child Welfare System | 291 |
| VDSS - CWSE4051 Psychotropic Medication Consenter | 62 |
| VDSS - CWSE4060: Family Search and Engagement | 315 |
| VDSS - CWSE5011: Case Documentation | 520 |
| VDSS - CWSE5501: Substance Abuse (Module 1) | 231 |
| VDSS - CWSE5501: Substance Abuse (Module 2) | 213 |

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| VDSS - CWSE5501: Substance Abuse (Module 3) | 210 |
| VDSS - CWSE5501: Substance Abuse (Module 4) | 199 |
| VDSS - CWSE5692: Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect | 740 |
| VDSS - CWSE6000: State Hotline | 15 |
| VDSS - CWSE6010: Working with Families of Substance Exposed Infants  Module 1 | 273 |
| VDSS - CWSE6010: Working with Families of Substance Exposed Infants Module 2 | 262 |
| VDSS - FSWEB1000: Psychotropic Medications and Issues in Foster Care | 35 |
| VDSS - FSWEB1001: Getting Started With Coaching | 28 |
| VDSS - FSWEB1003: The Journey to Practice Enhancement | 24 |
| VDSS - FSWEB1005: Fostering Futures Transmittal Training | 20 |
| VDSS - FSWEB1008: Adoption Resources Exchange of Virginia (AREVA) & AdoptUSKids | 9 |
| VDSS - FSWEB1009: The Role of CPS in Supporting Fatality Review Teams | 3 |
| VDSS - FSWEB1010: Child Protective Services Appeals Training | 50 |
| VDSS - FSWEB1011: Using the Practice Profiles Assessment Toolkit | 21 |
| VDSS - FSWEB1013: The Coaching Conversation | 38 |
| VDSS - FSWEB1015: Educational Stability for Children in Foster Care | 24 |
| VDSS - FSWEB1016: Virginia Children's Services Practice Model Implementation Study | 9 |
| VDSS - FSWEB1018: Virginia's Title IV-E Child Welfare Stipend Program New Student Orientation | 10 |
| VDSS - FSWEB1019: Case Documentation in Child Welfare | 143 |
| VDSS - FSWEB1021: Overview of the JLARC Improving Virginia's Foster Care System Report | 4 |
| VDSS - FSWEB1022: Promoting Safe and Stable Families Program (PSSF) | 19 |
| VDSS - FSWEB1024: Substance Exposed Infant Decision Tree Tool | 38 |
| VDSS - FSWEB1026: This Is Trauma Informed FPM Facilitation: Fidelity to the Model | 203 |
| VDSS - FSWEB1027: Swift and Savvy Actions to Improve Safety Outcomes | 46 |
| VDSS - FSWEB1028: It's All Relative – Supporting Kinship Care | 73 |
| VDSS - FSWEB1029: Quality Visits and Visitation | 46 |
| VDSS - FSWEB1030: Supervision of Trauma Informed Practice | 25 |
| VDSS - FSWEB1035: Resource, Foster and Adoptive Home Approval | 22 |
| VDSS - FSWEB1036: Domestic Violence Decision Tree Tool | 48 |
| VDSS - FSWEB1037: Welcome to the Leadership Institute | 10 |
| VDSS - FSWEB1038: Using Data to Improve Practice & Performance | 4 |
| VDSS - FSWEB1040: Promoting Safe and Stable Families (PSSF) | 28 |
| VDSS - FSWEB1043: Revised SDM Intake Tool | 18 |
| VDSS - FSWEB1044: Practice Foundations Guidance and Engagement | 28 |
| VDSS - FSWEB1045: In-Home Services Kick Off Directors Meeting | 5 |
| VDSS - FSWEB1046: In-Home Services Kick Off Supervisor and Family Support Specialist | 15 |
| VDSS - FSWEB1047: Creating a Kin-First Culture – The Value of Kinship Care | 163 |

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| VDSS - FSWEB1048: Creating a Kin-First Culture: How to Maintain Family Connections and Work with Kin | 30 |
| VDSS - FSWEB1049: Creating a Kin-First Culture: Making Informed Choices: Kinship Placement and Permanency Options | 118 |
| VDSS - FSWEB1050: Resource Family Transmittal Training | 20 |
| VDSS - FSWEB1051: In-Home Support Webinar: Are you a random decision maker? | 53 |
| VDSS - FSWEB1053:  In-Home - What Do You Need to Know? | 183 |
| VDSS - FSWEB1054:  In-Home - Collective Assessment and Planning | 115 |
| VDSS - FSWEB1055: In-Home – Assessment Driven Service Delivery | 94 |
| VDSS - FSWEB1056:  In-Home - Behavior-Based Safety Goal Attainment | 88 |
| VDSS - FSWEB1057:  In-Home: Engaging Relatives for Assessment and Planning | 93 |
| VDSS - FSWEB1058:  In-Home: Engaging Fathers in Assessment and Planning | 72 |
| VDSS - FSWEB1059: In-Home Guidance Transmittal Training | 53 |
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| VDSS - GAME4000: Engagement in Action | 17 |
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| VDSS - SUPE5710W: Coaching Overview | 45 |
| VDSS- CWSE5000 Preventing Premature Case Closure in In-Home Services | 1 |
| SUM | 17,544 |

**NEW COURSE DEVELOPMENT:**

With the July, 2021 implementation of Family First Prevention Services Act in Virginia, the WDS Training Team created the 2021 Child Welfare Best Practices Webinar Series to introduce new In-Home Services.  Beginning in January, 2021, this training advances learning on key skills required to demonstrate optimal practice for all family services specialists. These instructional webinars also include information for directors, managers, and supervisors, and will focus on child welfare best practices to improve outcomes for children, youth, and families in communities. In addition, a "Practice Place" interview session will feature a subject matter expert from the field who will share their own obstacles, triumphs, and advice regarding the highlighted webinar topic.  Each of the webinar sessions lasts 90 minutes and includes essential job aids and resource materials to enhance practice. All of the webinars will be recorded for online viewing in the COVLC at a later date (FSWEB Courses).  This very successful Best Practice Webinar Series was reported on in depth as a part of the previous APSR.

**CWS2010W: In-Home Services Skills and Best Practices - FFPSA**
This course provides an overview of the best practices and essential skills of In-Home Services work.  It is mandatory for Family Services Specialists working in the area of In-Home Services. This course will help you understand and practice skills within each of the three scenarios of In-Home Services. Skills and Best Practices include: Core Skills and the Elements of In-Home, Family Engagement, Safety and Support Networks, Collective Assessment and Effective Use of

the Suite of Tools, Behavior-Based Planning, Needs-Driven Planning, Safety Goal Attainment, Evidence-Based Treatment and Services, Meaningful Change and Safe Case Closure

**CWSE7000 Understanding Family First Prevention Services Act in Virginia – FFPSA In-Home Services**

This online five module course introduces In-Home services workers to the case practices of In-Home services; such as: foundations of engagement; collective assessment or In-Home Suite of Tools; assessment-driven service delivery; and, behavior-based safety goal development. The purpose of the course is to increase the learner's knowledge of how to utilize the In-Home Suite of Tools when working with children of families who live in each of the In-Home three safety scenarios. This course emphasizes the importance of documentation that supports the In-Home Suite of Tools and the critical decisions made in In-Home services cases. The five modules in this course include; Module 1: An Overview of Family First, Module 2: Opening an In-Home Services Case (The First 30 Days), Module 3: Assessment-Driven Service Planning, Module 4: Monitoring the Delivery of In-Home services, and Module 5: Goal Achievement and Case Closure or Case Transfer. In each module learners will learn to use the Suite of Tools in making critical decisions in working with families; locating the components of the Suite of Tools in OASIS; and understanding the importance of using the tool's definitions.

**CWSE1006: Reasonable Candidacy (Candidacy Determination) – FFPSA In-Home Services**

This course is an interactive eLearning course that instructs child welfare supervisors and family services specialists about the federal regulations, case practices and procedures of determining a child or youth's Candidacy. This course instructs participants on how to differentiate between a Reasonable Candidate and Candidate for Foster Care. In addition, the curriculum defines Random Moment Sampling (RMS) and offers a step-by-step guide on how to accurately complete a RMS Survey.

**CWSE1500IH: Navigating the Child Welfare Automated System (OASIS) – In Home Prevention (One Module)**

This eLearning course is a pre- requisite for many of the courses in Child Welfare, including CWS1000 In Home New Worker Guidance Training with OASIS. Participants will learn how to navigate through Virginia's Automated System – OASIS and COMPASS Mobility. Trainees will be introduced to In-Home referrals, documenting a Family Assessment, and opening an In-Home case. Trainees will gain an understanding about mandated fields for data entry.

**CWSE5000: Preventing Premature Case Closure in In-Home Services – FFPSA In-Home Services**

This online course explains why premature case closure is a problem, provides guidance, and tools to help workers and supervisors know when a case is ready for closure. Topics include: three negative impacts of premature case closure; what needs to be assessed when considering case closure; elements of an parent agreement that helps guild toward case closure; understand the importance of linking a family to appropriate, effective services that will advance them to case closure; and identify and describe indicators of a safe home.

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

This online course provides basic information on working with local behavioral health and managed care providers to connect children and families to services. This training explores how to monitor services and build collaborative relationships with youth and families connected to needed behavioral health services. This course covers how mental health providers determine if

a child, youth, or families qualify for services; the functions of various mental health providers; what to expect from behavioral health providers; and learn strategies to advocate for appropriate services for clients.

**CWS2041:  Child Fatality Investigations – 2 days (In development):**
This course is for Family Services Specialists who conduct CPS Investigations and is recommended for supervisors the work of CPS Investigations. During this interactive course, learners will explore the critical issues that impact the investigation of child fatalities and practice essential skills to perform the more complex and challenging aspects of these investigations. Topics include:
- The investigation process—goals, roles, preparation, and requirements
- Collaborating with Law Enforcement, the Commonwealth's Attorney, and other Multidisciplinary Team (MDT) members
- Understanding child fatality causes and SAFE sleep practices
- Interviewing involved parties
- Assessing and planning for the safety of siblings and other involved children
- Evidence collection, including crime scene observation and obtaining medical records
- Working with Regional Consultants
- Completing the Preliminary Child Fatality/Near Fatality form and the National Case Reporting Tool
- Understanding the role of and working with the Medical Examiner
- Understanding Child Fatality Review Teams and preparing for participation
- Professional self-care and resources for support and resilience

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

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

**CWS4080W:  Kinship Care In Virginia** – This course will provide workers and supervisors with the family-centered and culturally responsive knowledge and skills necessary for making assessments and decisions regarding the appropriateness of relatives as placement and permanency planning resources for children requiring out-of-home care.  This two-day training provides learners the opportunity to: ground their knowledge in the history and legal mandates of relative care; explore the values inherent in child welfare practice and working with relative caregivers as well as personal values that influence the way we assess and plan with families; deepen understanding of the importance of cultural competency and the dangers of stereotyping the families who are potential relative caregivers; and examine the process for determining relatives' capacity and motivation to provide safe and stable placements and serve as potential permanency resources for children who need out-of-home care.
Prerequisite is CWSE4060

**MICRO105: Using the Genogram to Support Family Finding** – focus on the adaptive skills in engaging and conducting a genogram with a family. This training is in support of the new COMPASS Genogram Tool.

**TRAINING EVALUATION:**

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

The Kirkpatrick evaluation model has four levels:

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

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

VDSS has recently selected Qualtrics and has been conducting listening tours to learn how each VDSS Division uses or will use Qualtrics for key program initiatives and learn how to better leverage the Qualtrics platform to measure the impact of programs and improve the delivery of services. The WDS post training evaluation survey has been converted into the Qualtrics platform.  Qualtrics is web based software that allows the user to create surveys and generate reports without having any previous programming knowledge. Qualtrics enables you to do surveys, feedback and polls using a variety of distribution means. Results can be viewed in reports and can be easily downloaded. The Workforce Development and Support Division (WDS) implemented surveys through Qualtrics due to the inadequacies of analytics in the current Learning Management System (COVLC).  WDS implemented the Qualtrics platform in September of 2021.  Every learner is sent a link from the program and it combines the data into a singular spreadsheet through Microsoft Excel and also provides graphics with analytics. The following data metrics were compiled using the new Qualtrics software and Appendix B: Training Survey Analysis provides specific training evaluation trends for CY2021.

Q7 Did the training meet your expectations n achieving the overall learning goals?
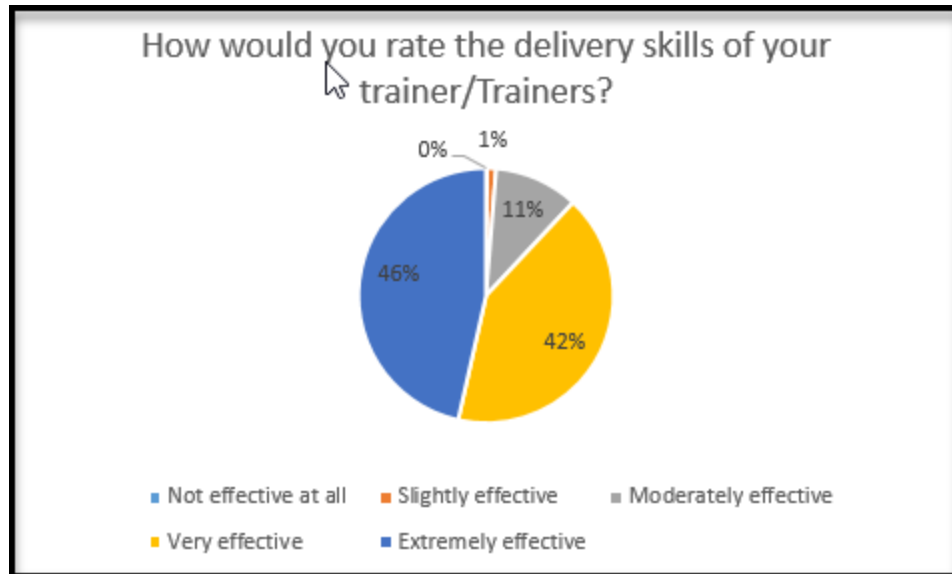
N=3139 with 967 reporting far exceeds expectations, 1221 reporting exceeds expectations, 892 reporting equals expectations
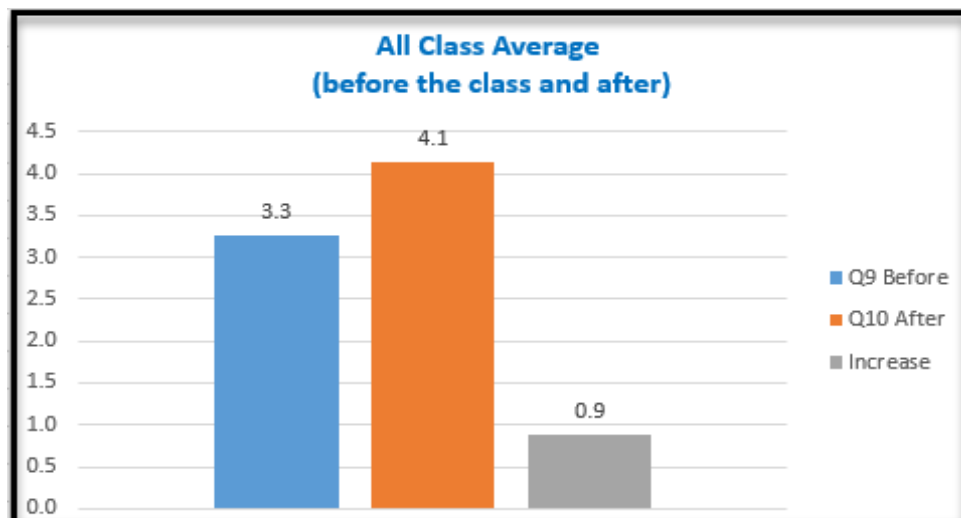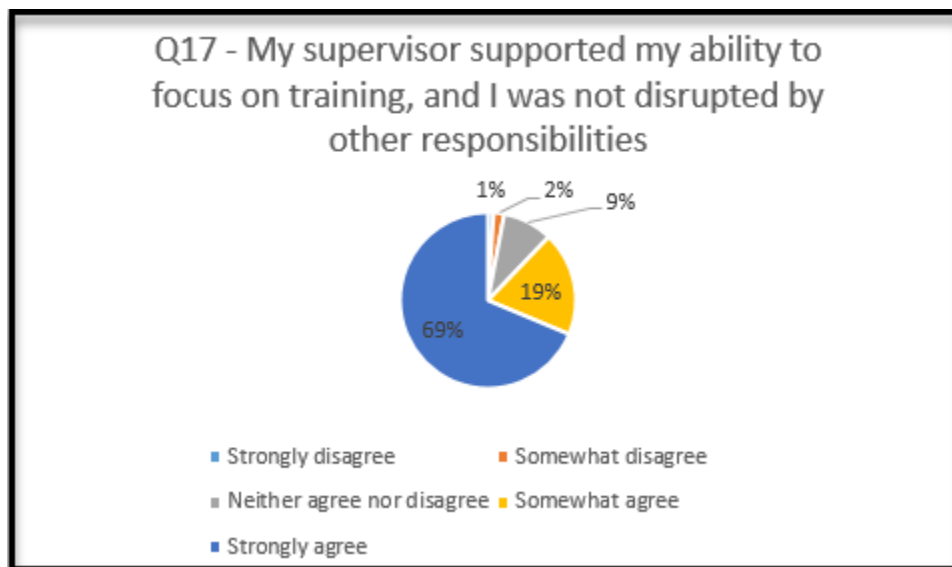


A complete course listing of knowledge before and after the training class is listed in Appendix B: Training Survey Analysis – What are the trends?

How would you rate the delivery skills of your trainer/Trainers?

N=3083 with 1433 reporting extremely effective, 1281 reporting very effective, 330 reporting moderately effective



Q17 - My supervisor supported my ability to focus on training, and I was not disrupted by other responsibilities

N=3119 with 2143 reporting strongly agree, 597 reporting somewhat agree, 286 reporting neither agree nor disagree

The course content will improve my ability to perform my responsibilities.
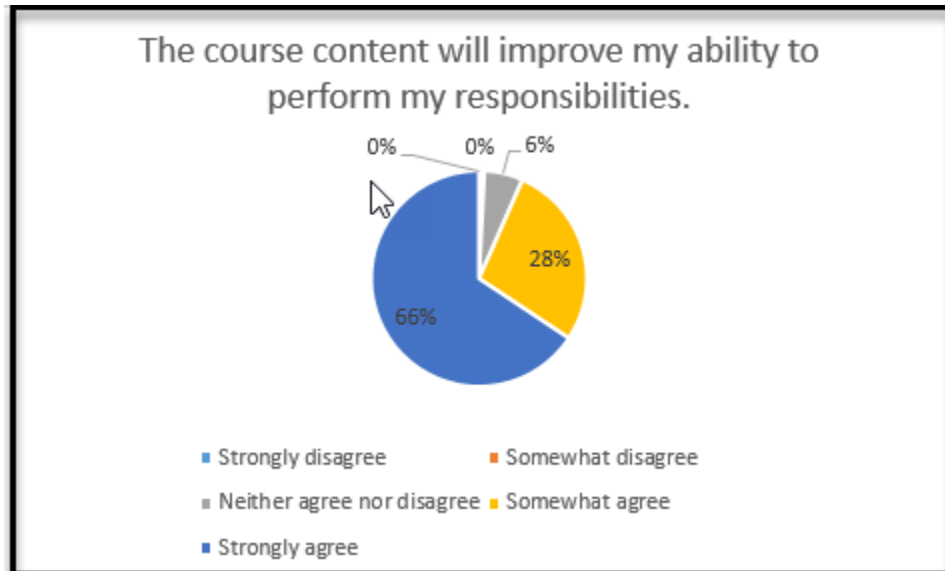
N=3118 with 2048 reporting strongly agree, 864 reporting somewhat agree, 181 reporting neither agree nor disagree

**COST ALLOCATION REPORT:**

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

**POST COVID TRAINING ENVIRONMENT ANALYSIS:**

WDS partnered with the Professional Development Committee of the Virginia League of Social Services Executives to develop a process to get feedback from the local agency staff and regional practice consultants on lessons learned during the past 16 months during the pandemic and how to best move forward with offering training.  Eight focus group sessions were held August – October, 2021 with 130 participants (31 in the 3 Family Services, 57 in the 3 Benefits Programs, and 42 in the 2 Regional Consultant focus groups).  The following were questions asked in the 8 focus groups:

**In General:**
Overall, what is working well? How is virtual delivery being received? What ideas do you have to improve how it is received?

**Your specific course experience**
Which course was your best? What made that course the best?
Which was the worst? What made that course the worst?

**Virtual/Classroom/Hybrid**
What does hybrid training mean to you?
Tell me specifically – what needs to be in person and why?
How would you redesign a course to move it from all virtual to hybrid?  What building blocks need to be done in person?

**Engagement**
How can we better ensure staff are learning? Versus texting, driving, in a meeting, on the phone?
What does engagement in learning look like?
How do we engage supervisors in the transfer of learning from classroom to the job?

The following categories emerged from the focus group findings:

- List of Effective Courses in Past 16 Months
- Additional Comments About Courses/Miscellaneous/Frequency of webinars
- Engaging Supervisors/Other Themes
- Delivery Related Themes
- Less Effective Courses
- Time Management/Logistics  Related
- Topic Related/In-Person – Other
- New Subjects to Address

WDS developed a statewide training survey as a follow-up to the WDS virtual learning environment focus group sessions held in August and September.  This survey was not a training needs assessment, but was intended to validate responses provided in the focus groups and obtain additional information from the training program's current target audience and their supervisors.  See Appendix B: Training Survey Analysis for a more complete list of focus group and survey findings.

The target audience for the survey were local department of social services employees working in Benefit Programs or Family Services, and their supervisors, who have attended the WDS virtual training classes in the past 12 months.  It is recognized that others may respond as well options have been provided for those outside of the target audience to respond. The survey took no more than 10 minutes to complete.

Similar to the focus groups, there were four categories of questions being asked and these questions are directly related to the input that was received during the focus groups.  These categories are:

- General demographics (while anonymous we are asking about your position, years of service, primary program area)
- Technology (available technology, internet access)
- Support for training (availability, time to focus, time to complete transfer of learning)
- Learning style preferences

Summary of survey results:

- Learners have equipment (cameras/speakers) internet for virtual learning – need cameras on!
- Supervisors are participating in learner's onboarding and supporting TOL activities where applicable!
- Convenience, lack of travel cost and time savings!
- Enrollments still difficult to get into some classes timely!
- Continue to work on trainer delivery skills and methodologies!
- Equal distribution for virtual and classroom learning environments!
- GREAT FEEDBACK!
- Next Steps: dig deeper into the data for program specific issues

In addition to the findings from the statewide Training Environment Focus Groups and Survey findings, additional work continues to best determine which courses will be best delivered in the classroom and which courses can remain in a virtual instructor-led webinar platform.  WDS will be providing the Leadership Institute core supervisor training in two-day classroom training events, as these courses have not been trained during the pandemic and have not been converted to virtual instructor-led webinars. Consideration for which courses will return to the classroom is based on the trainers experience with delivery of course content, course evaluations, and the following breakdown in the levels of learning (Secrets to Amazing Curriculum) in the course objectives with direct application and skill learning taking a higher priority. Both application and skill learning require direct observation and learner feedback from the trainers which is more conducive in the classroom setting and require more critical thinking applications from the learners.

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

A final decision as to which courses will be trained in the classroom will be made beginning in the next fiscal year July, 2022 in partnership with the Professional Development Committee of the VLSSE.

**FOSTER AND ADOPTIVE PARENT TRAINING**

The purpose of foster and adoptive-family training is to enhance the knowledge, skills, and abilities of current and prospective foster and adoptive families in order for them to meet the needs of children receiving services funded by Title IV-E and/or the commonwealth. Training is composed of two major components: pre-service training and in-service training. Providers are required to complete preservice and annual in-service trainings as a condition of approval and re-approval.

Pre-service training provides prospective foster and adoptive families with knowledge, skills, and abilities that prepare them to meet the needs of children. The Foster and Adoptive Parent Home Approval Standards (22VAC40-211) require both pre-service and ongoing training. The pre-service training includes specific core competencies consistent with the parent resource for information, development and education (PRIDE) pre-service curriculum. PRIDE is made available to LDSS who wish to use this as their training curriculum. LDSS that do not use PRIDE are able to purchase or develop an alternative curriculum and submit a copy to VDSS for approval.

In-service training is for current foster and pre-adoptive parents to refresh and enhance their knowledge and skills related to working with the LDSS and children in foster care. Families are surveyed no less than annually to determine training needs; the determination is practiced uniformly and fairly across families and involves the family in determining training needs. Although a specific number of hours is not specified, ten hours of in-service annually (per parent) should be considered the minimum acceptable amount, with no more than half of these hours obtained utilizing self-paced training methodologies (e.g., online courses, self-study books, etc.). The in-service training hours are provided as a guideline to allow providers opportunities for discussions and review related to the child's well-being, safety, and permanency. A guideline for in-service training is provided, rather than a mandate, so that a family in progress towards fulfilling the ten hours does not have a child unnecessarily removed from their home.

Section 210 of the LCPA regulation (22VAC40-131) requires the licensee ensure that pre-service training is provided for resource, foster, treatment foster, and adoptive family home providers. The core competencies are outlined in the regulation, are the same as what is found in the LDSS Foster and Adoption Parent regulation (22VAC40-211), and is left up to the LCPA to decide which program to use to cover those competencies. As a condition of initial approval and renewals of approvals each home provider is mandated to complete all required training. Training is relevant to the needs of children and families and offered by the provider throughout the year.

Using the PRIDE curriculum, the Community Resource, Adoption and Foster Family Training (CRAFFT) program promotes the well-being, safety, and permanency of children through the training of LDSS foster and adoptive parents to meet the needs of children in Virginia's child welfare system. CRAFFT's goal is to increase the knowledge and skills of foster and adoptive parents through the development and delivery of standardized, competency- based, pre-and in-service training, as required by VDSS. The standardized curriculum used are the PRIDE training curriculum and *A Tradition of Caring* (Kinship PRIDE).

CRAFFT delivers commonwealth-wide pre-service and in-service training in each region, based on the completion of an annual needs assessment completed with each LDSS. For larger agencies, CRAFFT collaborates with LDSS training staff to prepare the LDSS staff to deliver both PRIDE and/or *A Tradition of Caring* training. CRAFFT staff have served as PRIDE co-trainers with a local foster parent trainer when the LDSS has no professional trainer available. CRAFFT coordinators also conduct the following activities:

- Development and delivery of additional in-service training for foster and adoptive families, based on input from families as well as local agencies and VDSS;

- Development and maintenance of a regional training plan, updated as needed, based on the results of the needs assessment demonstrated in LDSS' local training plans;

- Close work with the regional adoption and foster recruitment consultants and training, meetings, conference calls, and activities related to the implementation of a family engagement model, permanency roundtable process, and LDSS recruitment needs, as available;

- Collaboration with the regional adoption and foster recruitment consultants around the delivery of the newly revised mutual family assessment course (CWS 3103), which covers both assessment skills and a review of foster and adoptive family approval policy and is team taught;

- Collaboration with LDSS and Virginia's adoption, foster, and kinship association, NewFound Families, to promote membership, participation in the annual NewFound Families conference/training, and development of relationships with regional NewFound Families board members and NewFound Families staff; and

- Conducting regularly scheduled regional roundtable meetings with LDSS staff and other key stakeholders to provide training and resources regarding foster and adoptive parent development and support, informing agencies of current commonwealth or program initiatives related to foster and adoptive-parent training, and allowing agencies to collaborate, exchange resources, and share challenges and solutions.

The focus of CRAFFT remains to ensure that LDSS families receive adequate training, centered on core competencies identified in the current local department resource, foster, and adoptive family home approval guidance. CRAFFT coordinators have been partnering with LDSS to respond to training needs. Intentional and timely support continues to be a focal point to meet the training demands throughout the state. Notably, for some LDSS, there is evidence of collaborative efforts, as reflected through regional trainings or training offered to multiple agencies. CRAFFT is working towards being more innovative and creative in how training is offered (e.g., more flexibility, assisting LDSS with building collaborative training opportunities, pooling resources).

CRAFFT has maintained the facilitation of scheduled roundtables, which is another opportunity to bridge communication between CRAFFT, LDSS, and community partners. The meetings highlight positive training experiences and provide an environment to dialogue regarding needs. Additionally, the discussions support sharing information that is pertinent to enhancing training efforts and what is working well within respective LDSS. There is also attention given to including CRAFFT in the child welfare continuum, as there is emphasis on the importance of providing adequate training via pre-service and in-service requirements.

In addition to the pre-service and in-service sessions facilitated by the CRAFFT coordinators, they also provided assistance to LDSS to help increase their capacity for offering training more frequently. The table below describes the training for fiscal year 2021 for foster and adoptive families.

| Region | PRIDE/Traditions of Caring hybrid | Foster/adoptive in-service training sessions | Number of participants |
| --- | --- | --- | --- |

| | pre-service training sessions | | |
|---|---|---|---|
| Central | 59 sessions | 12 sessions | 316 participants |
| Piedmont | 84 sessions | 9  sessions | 388 participants |
| Northern | 61 sessions | 11 sessions | 379 participants |
| Western | 96 sessions | 16 sessions | 401 participants |
| Eastern | 46 sessions | 8 sessions | 336 participants |
| Total | 346 sessions | 56 sessions | 1,820 participants |

CRAFFT coordinators also revised CWS 3101 Introduction to PRIDE and CWS 3103 Mutual Family Assessment in accordance with revised and updated Resource, Foster and Adoptive Family Home Approval Guidance.  Beginning in October 2020, CRAFFT coordinators and Regional Resource Family Consultants have offered both curriculum in each of Virginia's 5 regions.  During 2021, both CWS 3101 and 3103 will be offered monthly to ensure that all local department staff charged with training and assessing kinship, foster and adoptive families have access to preparatory trainings.

**Child Welfare Stipend Program**

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

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

*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 in the initial re-establishment 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. As a result of the COVID-19 pandemic, ETSU's Abingdon campus ceased operations in July 2021, resulting in the closure of the stipend program with that partner.

*Phase Four* began during calendar year 2019 and continues to extend into subsequent years, as VDSS continues to explore how to best enhance and expand the program as appropriate, based on demonstrated workforce needs and demands. In 2021, VDSS enhanced the program in the following ways:

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

**2021 Updates**

In 2021, 16 BSW and 60 MSW students were enrolled in the CWSP across the four partner universities. Recruitment for the 2020-21 academic year was robust, with 136 applications received and 63 accepted, for an overall acceptance rate of 46%. A total of 47 CWSP students graduated in academic year 2021, of which 37% graduated with a BSW degree and 63% 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: 19% in the northern region; 22% in the eastern region; 22% in the central region; 18% in the piedmont region; and, 19% in the western region of the state.

In 2021, universities recruited for the 2021-22 academic year as well, receiving 130 applications and accepting 76 new students for a cross-cohort acceptance rate of 58%. Forty-five CWSP students are set to graduate in spring 2022.

CWSP partners and VDSS engaged in dialogue and planning sessions throughout 2021 to design effective ways to address equity in recruiting and retaining CWSP students reflecting diversity, equity and inclusion. Each partner implements strategies that are meaningful and relevant to their unique student populations. In 2022, partners will continue to engage to better

understand the recruiting gaps and needs at each university and within hiring procedures in local agencies to bolster and support a diverse and inclusive workforce.

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

Universities offer a variety of university-specific and all-cohort seminar opportunities each semester. With the COVID-19 pandemic, many university-specific seminars have been opened to the wider CWSP audience to include students across the cohort. Seminar topics have included: Engaging youth receiving independent living services; CASA Services: Services and Professional Collaboration; Families First Act 101; Substance Use Disorders: Recovery Ally Training; Implicit Bias and Stereotype Awareness; Human Rights Campaign: All Children-All Families;  Effective Communication in Child Welfare Trauma Sensitive Education; Elements of Family Partnership; Using Motivational Interviewing to Engage Families in Child Welfare; Systemic Racism, Disproportionality, and Equity in Child Welfare: Our history and where to focus our change efforts?; Systemic Racism and Equity in Child Welfare: The Role of Social Work Education in Perpetuating and Challenging Inequities; and Fostering Truth: A Conversation About Best Practices in Working with and Engaging Youth in Foster Care who Identify as LGBTQ+.

Each university partner has established Regional Advisory Committees, which are composed of LDSS leadership, university child welfare faculty, state CWSP leadership, and community partners. Meetings are convened quarterly to discuss child welfare workforce needs, gain feedback on how students and graduates are performing in the field, 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 2021, 29 LDSS actively participated on a Regional Committee, and four child serving agencies contributed actively.

All partner universities are entering a new contract phase of the MOA process and VDSS anticipates entering into new agreements with partner universities to be effective July 1, 2022. VDSS will continue to assess the capacity and appropriate cohort size for each partner university in future years, based on a university's ability to consistently fulfill contract deliverables, including demonstrated recruitment and retention of qualified applicants who can be successful not only in the program, but in fulfilling employment payback requirements as well.

Title IV-E CWSP program structure:

1. Program State Coordinator – Responsible for the direction of the project; supervision of staff; fiscal oversight; liaison between the Department and universities; curricular and administrative matters; reporting; and program evaluation.
2. Principal Investigators - Participating universities have designated an existing staff member as Principal Investigator (PI). The PI provides institutional oversight and shares supervisory responsibility over the program's University Coordinators. The PI is expected to hold a level of authority within their department and dedicate a portion of their time towards title IV-E Child Welfare Stipend Program activities. Additionally, the PI will be

responsible for overseeing program evaluation activities, developing program evaluation reports, and participating in the Regional 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. Due to the COVID-19 pandemic, program evaluation efforts were temporarily suspended. As program evaluation is re-prioritized and resumes, exit surveys will resume, as will the planned enhancements, including focus groups.

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

**Program Goals and Metrics**

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

## Measurable Outcomes and Expectations

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

**FY 2023 Projection - CWSP**

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

| *Full Cohort Partners* - George Mason, Norfolk State, Radford and Virginia Commonwealth Universities | State Match | Federal Match | Category Cost/School | Cost x 4 Full Cohort Universities |
|---|---|---|---|---|
| **1 University Coordinator** (25/75 match) | $19,750 | $59,250 | $79,000 | $316,000 |
| **Benefits** (25/75 match) | $10,175 | $30,525 | $40,700 | $162,800 |
| **1 PI Cost** (5% of PI salary) (25/75 match) | $2,500 | $7,500 | $10,000 | $40,000 |
| **PI Benefits** (portion only; corresponding to % on project) (25/75 match) | $961 | $2,889 | $3,850 | $15,400 |
| **University Indirect** | $15,400 | $15,400 | $30,800 | $123,200 |

| | | | | |
|---|---|---|---|---|
| (20% excluding Stipend) (50/50 match) | | | | |
| **Misc. Administrative Costs (including Travel)** (50/50 match) | $3,300 | $3,300 | $6,600 | $26,400 |
| **Course Content** (25/75) | $825 | $2,475 | $3,300 | $13,200 |
| **82 Stipends** Ranging 15-29 depending on contract (25/75) | $51,250 | $153,750 | $205,000 | $820,000 |
| **Total** | **$104,161** | **$275,189** | **$379,250** | **$1,517,000** |
| **Total University Cost (4 schools) including 82 Stipends** | **$416,644** | **$1,100,356** | **$1,517,000** | |

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

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

**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 advanced Social Work degrees. These employees are demonstrating their commitment to LDSS agencies and to the clients with whom they work. Additionally, because they are already working in the field, they will 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 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 2021, continuing in their agency roles or taking promotional opportunities within foster care/adoption.

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

**Program Components**

CWEEAP participants receive educational assistance in the form of tuition reimbursement following each successfully completed semester, up to a maximum of $5,000 per student per academic year. In return, students enter into a legally binding commitment for continued employment (during the program and following graduation) at their LDSS agency, either continuing in or transferring to a foster care 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), given the recipient maintains eligibility. When a program participant qualifies for the Advanced Standing program at any participating university, reimbursement of up to either $2,500 or $5,000 is provided following completion of the summer semester, depending on how many credits the student has taken. Total reimbursed funding to any recipient is capped at $20,000.

CWEEAP participants are required to complete a LDSS foster care/adoption 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.

| FY 2023 (2022-23 Academic Year) Projection – CWEEAP | | | |
|---|---|---|---|
| **Program Cost** | **State match*** | **Federal match** | **Total cost** |
| Up to 10 employees - new and returning ($5,000 max/each) – reimbursement for tuition and fees | $12,500 | $37,500 | **$50,000** |

### 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-one LDSS submitted plans to provide local training. Approved training at the enhanced rate, or 75%, subject to the penetration rate, was projected to be $1,659,408 with actual expenditures at $349,315.58. Approved training at the 50% rate, subject to the penetration rate, was projected to be $165,850 with actual expenditures at $41,779.75.