

**Virginia Department of Social Services  
Master Family Services Child Welfare Training List  
Plan for 2020-2024**

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
	<b>Pre-Service Core Instruction Courses<sup>1</sup></b>				
<b>Pre-Service CORE</b>	<p><b>CWS1000W: In-Home Services New Worker Guidance with OASIS – Prevention (Capacity Building Learning Lab)</b> This competency-based training explores integral parts of the Prevention Services continuum. Specifically, emphasis is placed upon the case practices, priorities, and procedures for the delivery of In-Home services. Topics include:</p> <ul style="list-style-type: none"> <li>Guidelines for standardized assessments to create and inform individualized service plans</li> <li>Definitions of case types for prevention to facilitate consistent data collection</li> <li>Principles of practice for strengths-based, trauma informed family engagement practice and supervision in prevention, using the protective factors as a framework</li> <li>Guidelines for trauma informed case management</li> <li>Guidelines to support case decision-making through consistent use of available tools</li> </ul> <p>Prerequisites are <b>CWSE1002, CWSE692, CWSE1510, CSA011-015</b> Required Assessment for Revision: <b>Annual</b> Title IV-E Activity: Case management and supervision, placement of the child effects of separation, grief and loss, child development and visitation, referral to service, development of the case plan</p>	6 hours, including 3 hours OASIS Learning Lab	VDSS Division of Local Training and Development IT Portfolio OASIS, COMPASS/ Mobility Team for virtual Learning Lab	Child Welfare/In-Home Caseworkers and Supervisors - Prevention	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWS1021W: The Effects of Abuse and Neglect on Child and Adolescent Development</b> After exploring the parameters of normal child development, learn to identify abnormal development and practice assessing whether it appears to be situational, congenital, or the consequence of maltreatment. Topics include: Child development across the cognitive, emotional, moral, physical, and social domains; Development across the age-stages that comprise childhood and adolescence; Current theories related to attachment and resiliency; Ethnically sensitive child welfare practice. Title IV-E Activity: Case management and supervision, placement of the child effects of separation, grief and loss, child development and visitation, referral to service, development of the case plan</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

<sup>1</sup> Pre-service is a series of required training classes, both online and instructor-led, that are fundamental and essential core child welfare competency-based child welfare training. These two-year training plan courses developed to provide knowledge, understanding, and opportunities to practice skills that are vital to the success of child welfare professionals. Child welfare professionals hired by local departments of social services learn about the history of child abuse, federal and state regulations, engagement skills, culturally competent and family-centered practice, as well as the judicial framework of child welfare. They are expected to develop and expand techniques of interviewing, engaging clients, as well as completing formal and informal assessments. Some pre-service courses are blended and includes classroom as well as online assignments. In addition, participants attend training on the Virginia OASIS and COMPASS Mobility APP automated child welfare case management system, which is part of a virtual learning lab offered by the IT Portfolio team following all New Worker Guidance training sessions. Several courses include pre-requisite assignments which may include reading, watching webinars or videos, quizzes and/or other activities. These assignments are to be completed on the day of that class. The majority of training has been converted to virtual distance learning marked with **W** in course title, with some training offered in the classroom with skills content. This live webinar training is offered for consecutive days in three-hour blocks. In addition, there will be required transfer-of-learning (TOL) activities for each day's material. Full participation in the webinar, and completion of TOL are necessary to obtain credit for the webinar course.

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Pre-Service CORE	<p><b>CWS1031W: Separation and Loss Issues in Human Services Practice</b>            Understand the dynamics of separation and loss in children and families. Examine the stages of grief and the effects of stress and trauma on children, birth parents, and foster parents. Topics Include: Parent/child attachment and foundations of a healthy relationship; Feelings commonly associated with separation; Stages of grief - how it manifests in children and impacts birth parents' actions; Impact of loss on children and families in placements; post-traumatic stress disorder and its impact; Crisis intervention theory; Strategies to minimize impact of trauma on children and families.</p> <p>Title IV-E Activity:            Case management and supervision, placement of the child effects of separation, grief and loss, child development and visitation, referral to service, development of the case plan</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
Pre-Service CORE	<p><b>CWS1041W: Legal Principles in Child Welfare Practice (Blended)</b>            This course has three parts consisting of two e-learning accessed through the VDSS Knowledge Center that are prerequisites before you will be able to enroll in the one-day instructor lead segment to conclude the training. Part 1 VDSS - CWSE1041: Legal Principles in Child Welfare Practice (Prerequisite #1) e-learning Course (VDSS - Division of Family Services)1Credit(s) hour Overview: Gain an understanding of the court structure in Virginia learn how to use it to protect children. Topics Include: 1. The civil and criminal courts systems. 2. Reasonable efforts and burdens of proof. 3. Roles and responsibilities of professionals in the court process. Part 2 SCV: Child Dependency Case Planning in JDR District Courts (Prerequisite #2) Virginia Supreme Court- Court Improvement Program. Target anyone with limited experience working with the juvenile court system. This course offers an overview of the child dependency case processing in the Juvenile and Domestic Relations District Courts, with focus on the following four topics:• Overview of the Court Improvement Program;• Review of the roles of each of the participants in the process.• Review of the time line for the different dependency case types that come before the court.• Overview of court findings required for Title IV-E compliance.</p> <p>Prerequisites include: CWSE1002, CWSE1500CPS or CWSE1500FC, CWSE5692, CWS2000.1 or CWS2001R or CWS3000 or CWS30001R, CWSE1041: Legal Principles in Child Welfare Practice, SCV Child Dependency Case Processing</p> <p>Title IV-E Activity:            Preparation for and participation in judicial determination.</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
Pre-Service CORE	<p><b>CWS1061.1W: Family Centered Assessment in Child Welfare</b> Provides an overview of the fundamental assessments skills used in all phases of the child welfare practice continuum (CPS, Foster Care, Adoption and Home Studies) and provides trainees with a solid foundation for using critical thinking skills and avoiding bias in their assessments. The course focuses on using family-centered assessment skills to build effective helping relationships and gain relevant accurate information as the basis for making correct and timely decisions. Topics include: Seven stage critical thinking process; Common assessment factors in child welfare cases related to safety, permanency, and well-being; Interviewing strategies that engage families and reveal pertinent information; Assessment and reassessment of safety and risk; Making sense of extensive information and focusing on what is relevant; Understanding the influence of the family's culture; Avoiding bias in the assessment process; Helpful interview and assessment tools.</p> <p>Title IV-E Activity:            Case management, supervision, communication skills required to work with children and families, referral to services, family-centered assessments to determine whether a situation requires a child's removal</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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<b>Pre-Service CORE</b>	<p><b>CWS1071W: Family Centered Case Planning</b>            Target Audience: All Child Welfare workers. Case planning is a collaborative effort between families, case workers, and other providers. It helps identify, organize, and monitor activities and services to families needed to achieve and document case outcomes. This foundational course discusses how these formal “action plans” are based on family assessments that identify high need areas and help determine service objectives. Learn how the planning process is dynamic and occurs throughout the life of a case. Topics Include: Define case planning and list in order the steps in effective case planning; Strategies to engage families in the case planning process; Issues of culture, motivation, and change impact the development of the case plan; Interview strategies to engage families; Engage and involve fathers in the case planning process; Identify the goals of case planning; Correctly formulate objectives and activities to address the case plan goal; Fundamental concepts regarding concurrent planning; Regular case reviews to monitor progress and modify case assessment, goals, objectives, and activities as-needed; Interview strategies to help clients stay invested in the change process; Home visits to provide casework services; Factors to consider for appropriate case closures.</p> <p>Title IV-E Activity:            Child welfare practice to preserve, strengthen and reunify families. Case management and supervision, child development and visitation, referral to service, development of the case plan</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Pre-Service CORE</b>	<p><b>CWS1305W: The Helping Interview: Engaging Adults for Assessment and Problem-Solving</b>            This course provides a condensed introduction to basic communication and particular helping skills that facilitate interviewing for assessment and problem-solving with adult clients. Topics Include: Understanding the helping relationship and how it develops through interviews with clients; Improve understanding of the interview process and its phases; Strategies to facilitate communication; increase competence in basic interviewing skills that improve the quality of interviews, assessment, and problem-solving. Specific techniques to facilitate interviewing adults are attending and joining skills for building rapport; developing and demonstrating empathy; active listening; selective use of verbal and non-verbal communication skills; managing conflict and resistance; acknowledging culture and its influence on the interview encounter; identifying and capitalizing upon client strengths in assessment and problem-solving.</p> <p>Title IV-E Activity:            Child welfare practice to preserve, strengthen and reunify families. Case management and supervision, child development and visitation, referral to service, development of the case plan</p>	6 hours	VDSS Division of W Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Pre-Service CORE</b>	<p><b>CWS2000.1W: Child Protective Services New Worker Training with OASIS - Blended (Capacity Building Learning Lab)</b>            Target Audience: Local staff new to Child Protective Services program in Virginia. Learn the policy requirements of the CPS program in Virginia. Become knowledgeable about the laws, regulations, and policy that guide CPS practice at the local level. Practice documenting the policy requirements in OASIS. Topics Include: Purpose and basic assumptions of CPS; Definitions of child abuse and neglect in Virginia; How to receive and respond to a report of child abuse or neglect; How to conduct a family assessment or investigation; Requirements for informing all parties while maintaining confidentiality; Best practice and policy requirements for provision of ongoing services in an open CPS case; How to assist the alleged abuser through the appeals process; How to document all policy requirements in OASIS.</p> <p><b>Required Assessment for Revision: Annual</b></p>	12 hours	VDSS Division of Local Training and Development IT Portfolio OASIS, COMPASS/Mobility Team for virtual Learning Lab	Child Welfare Caseworkers and Supervisors Protection	CAPTA Training at 50% State General Funds
<b>Pre-Service CORE</b>	<p><b>CWS2001R: CPS Refresher Training with OASIS</b>            This two-day course is designed for all CPS workers and supervisors hired prior to January 2013 to receive refresher training on current laws, regulations, and guidance that inform CPS practice at the local level. Learners will review key requirements and timeframes for work with children and families to assess and address safety and risk while conducting family assessments or investigations of abuse and/or neglect; learn up to date definitions of child abuse or neglect in Virginia; how to receive, document, and respond to a report of child abuse or neglect; current requirements for informing all parties while maintaining confidentiality; current requirements and best practices for the appeals process; practice documentation in OASIS specific to issues such as frequently asked questions and common errors; and review usage of workload management tools. (In development to online)</p> <p><b>Required Assessment for Revision: Annual</b></p>	6 hours	VDSS Division of Local Training and Development	Experienced CPS workers and supervisors	CAPTA Training at 50% State General Funds

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<b>Pre-Service CORE</b>	<p><b>CWS2010W: In-Home Services Skills and Best Practices - FFPSA</b>            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  <b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, safety determination of the child, effects of separation, grief and loss, risk and safety planning, referral to service, development of the case plan</p>	6 hours	VDSS Division of Local Training and Development		Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWS2011W: Intake, Assessment, and Investigation in Child Protective Services</b>            Learn practical skills and techniques for interviewing children and their families in child abuse and neglect assessments and investigations. Learn the best practices to be used throughout the process of Child Protective Services including intake, assessment, and investigation. Topics Include: Interpersonal, family, and environmental factors that increase the risk of abuse and/or neglect; How to gather pertinent information to assess risk, safety, and service needs; How to interview children, non-offending caretakers, and the alleged offending caretaker in assessments and investigations; How to assess information gathered to make safety plans; How to assess information gathered to make informed case decisions and identify service needs.  <b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, risk and safety planning, parental protective capacity determination, removal and placement of the child effects of separation, grief and loss, determination of services needed and referral to service, development of the safety plan and case plan</p>	9 hours	VDSS Division of Local Training and Development	CPS workers	CAPTA Training at 50% State General Funds
<b>Pre-Service CORE</b>	<p><b>CWS2020W: On Call for Non-CPS Workers (Blended)</b>            This two-part blended course is designed to give the knowledge and tools to apply CPS guidance to on-call situations. Non-CPS workers who will be fulfilling on-call duties will first complete the CWSE2020 eLearning to gain foundational knowledge about Virginia's Child Protective Services laws, regulations and guidance to respond to on-call situations. Upon successful completion of the eLearning, workers will enroll in and attend the CWS2020 1-day classroom course to apply their knowledge of policies and procedures to realistic scenarios and practice the skills needed to respond to crisis situations, work as part of a multidisciplinary team to assess immediate safety, make appropriate judgments about safety plans in consultation with a supervisor, and document vital information from all contacts. The CWS2020 series offers a detailed overview of the key responsibilities of On-Call Workers presented in a way that equips workers from other program areas to perform this limited CPS duty, with supervisory support, without completing the CORE series of mandated CPS trainings. Because each locality has developed its own protocols related to on-call duty, the final component of learning agency-specific procedures and expectations will occur be handled by your local agency.            Title IV-E Activity:            Crisis intervention and safety planning while working with multidisciplinary team</p>	6 hours	VDSS Division of Local Training and Development	Non-CPS workers conducting on-call duties	CAPTA Training at 50% State General Funds
<b>Pre-Service CORE</b>	<p><b>CWS2021W: Sexual Abuse</b>            Understand the dynamics and scope of child sexual abuse. Examine attitudes toward sexual abuse and the implications for best practice interventions. Topics Include: Virginia's definitions of child sexual abuse and the extent of the problem; Consequences of sexual abuse from a developmental perspective; Profiles, characteristics, and treatment needs of the abuser and the non-offending caregiver; Circumstances that make children vulnerable to sexual abuse and inhibit disclosure; Dynamics of sexual abuse and intervention strategies to promote safety and well-being in children and families.             Title IV-E Activity:            Case management and supervision, child development and sexual abuse dynamics, development of the safety plan and case planning</p>	9 hours	VDSS Division of Local Training and Development	Child welfare workers, CPS mandatory	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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Pre-Service CORE	<p><b>CWS2031.1W: Sexual Abuse Investigations</b>            Explore the critical issues that impact the investigation of child sexual abuse. Practice the essential skills necessary when interviewing the victim, non-offending caretaker, and alleged offender. Topics Include: Forensic investigation – goals, roles, and preparation; Developmental issues to consider for the child interview; The child interview process; Interviewing teens, credibility, and evidence collection; Interviewing and engaging the non-offending caretaker; Interviewing the offender; Focusing on safety; and Legal issues.</p> <p><b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, child development and sexual abuse dynamics, referral to service, work with multidisciplinary team</p>	12 hours	VDSS Division of Local Training and Development	Child welfare workers and supervisors responsible for investigating child sexual abuse complaints. CPS mandatory	CAPTA Training at 50% State General Funds
Pre-Service CORE	<p><b>CWS2141W: Out of Family Investigations</b>            Gain an understanding of the policy requirements and special challenges and dynamics of out-of-family investigations. Increase skill level in interviewing strategies to assess and intervene effectively in out of family situations. Learn how to inform and collaborate with all appropriate parties. Topics Include: Risk factors related to the out-of-family caregiver; Collaborating with regulatory agencies, facility administrators, and family members; Working with legal representatives; Strategies for supporting the family; Policy unique to out-of-family investigations.</p> <p><b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, risk determination in out of family caretaker, determination of abuse and neglect, and legal issues.</p>	6 hours	VDSS Division of Local Training and Development	CPS workers and supervisors who conduct out-of-family investigations. CPS mandatory for staff designated to perform Out of Family Investigations	CAPTA Training at 50% State General Funds
Pre-Service CORE	<p><b>CWS3000: Foster Care New Worker Training with OASIS (Capacity Building Learning Lab)</b>            Learn the requirements of the Foster Care program in Virginia. Become knowledgeable about the laws, regulations, and policy that guide Foster Care practice at the local level. Practice documenting the policy requirements in OASIS. Topics Include: Purpose and guiding principles of Foster Care services; Legal requirements for Foster Care, Foster Care prevention, and family preservation; How children enter care, safeguards, and placement authorities and options; Requirements for opening a case and completing all required referrals; Assessment and service planning, and choosing the Permanency Goal; Reassessments, reviews, and redeterminations; Policy and practice related to closing the case; Funding maintenance and service provision; How to document all policy requirements in OASIS.</p> <p><b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, policy on placement of the child, effects of separation, grief and loss, visitation, referral to services, development of the case plan</p>	12 hours	VDSS Division of Local Training and Development IT Portfolio OASIS COMPASS/Mobility Team for virtual Learning Lab	Child Welfare workers and supervisors Foster Care workers	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
Pre-Service CORE	<p><b>CWS3001R: Foster Care Refresher Training with OASIS</b>            This two-day course is designed for Family Services Specialist and supervisors hired prior to January 2013 to receive refresher training on current laws, regulations, and guidance that inform foster care practice at the local level. Learners will review key requirements and timeframes for work with children and families to achieve safety, permanency, and well-being; explore court timelines; identify funding sources and requirements; practice documentation in OASIS specific to issues such as frequently asked questions and common errors; and review effective usage of workload management tools including Safe Measures.</p> <p><b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, policy on placement of the child, effects of separation, grief and loss, visitation, referral to services, development of the case plan</p>	6 hours	VDSS Division of Local Training and Development	Experienced Foster Care workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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Pre-Service CORE	<p><b>CWS3010W: Adoption New Worker Training with OASIS (Capacity Building Learning Lab)</b>  Learn the policy requirements of the agency placement Adoption program in Virginia. Become knowledgeable about the laws, regulations, and policy that guide Adoption practice at the local level. Practice documenting the policy requirements in OASIS. Topics include: Purpose and guiding principles of providing agency placement Adoptions in Virginia; Provisions of pre and post-placement, and post-Adoption services; How to register and update information in the Adoption Resource Exchange of Virginia (AREVA) Policies and funding sources related to provision of Adoption subsidies; Best practice, as well as policy requirements, for conducting adoptive home studies; How to respond to appeals regarding the adoptive home approval process; and how to document all policy requirements in OASIS.</p> <p><b>Required Assessment for Revision: Annual</b>  Title IV-E Activity:  Case management and supervision, placement of the child effects of separation, grief and loss, child development and visitation, referral to service, development of the case plan</p>	9 hours	VDSS Division of Local Training and Development IT Portfolio OASIS COMPASS/Mobility Team for virtual Learning Lab	Child Welfare workers and supervisors Permanency - Adoption workers	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
Pre-Service CORE	<p><b>CWS3015W: Adoption Assistance - Blended</b>  This training is designed to provide family services workers with the knowledge, skills and abilities to discuss adoption assistance with confidence and assist children to move towards permanency via the goal of adoption. This course focuses on determining eligibility for adoption assistance and the types of available assistance. Based on eligibility, adoption assistance may include funding directly made to adoptive parents 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. Topics include: purpose and philosophy of Virginia's adoption assistance program, eligibility requirements for federal/state funded adoption assistance, adoption assistance guidance requirements, various funding categories, prepare foster adoptive families for the adoption assistance process, use of the Adoption Assistance Screening Tool, completion of required forms needed during each stage of the adoption assistance process, role of Adoption Assistance Negotiators and responsibilities of LDSS staff, entering funding information into the adoption case record in OASIS.</p> <p>Title IV-E Activity:  Case management and supervision, policy on adoption assistance, referral to services, development of the case plan</p>	9 hours	VDSS Division of Local Training and Development	Child Welfare workers and supervisors Permanency - Adoption workers	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
Pre-Service CORE	<p><b>CWS3021W: Promoting Birth and Foster Family Partnerships</b>  The relationship between foster parents and birth families can have a significant impact in the overall course of placement. When the relationship is respectful, non-judgmental, and supportive, all parents can do a better job in meeting the children's needs. Creating a team approach with planned contact between birth and foster parents has shown that children return home sooner, have more stable placements, experience better emotional development and are more successful in school. This course will specifically deal with one of the core principles of family engagement - promoting meaningful partnerships between foster and birth families as partners in promoting safety, well-being and permanence for children. Topics include: Benefits and challenges of working with the child's family; Roles and responsibilities of birth parents, foster parents, and social workers in promoting partnerships; Ways to work with the child's family and/or support on-going communication between the birth family and foster family; Minimize the challenges of working with the child's family; Conduct an Ice-breaker Meeting with all interested stakeholders; Engage fathers in the permanency planning process; Visit Coaching techniques and strategies; Importance of Shared Parenting in assisting the family; Supervisory Issues to support the partnerships.</p> <p>Title IV-E Activity:  Case management and supervision, placement of the child effects of separation, impact of grief and loss and trauma, child development and visitation, referral to services, development of the family-centered case plan</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers, resource parents and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
Pre-Service CORE	<p><b>CWS3041W: Working with Children in Placement</b>  Learn practical skills and techniques for working with children in placement. Experience an interactive and resource-filled curriculum that includes videos, children's books, storytelling, and life books. Topics Include: Assessing children's needs; Preparing children for placement; Talking about the past; Coping with emotions and grief; Managing behavior and preventing disruptions; Developing a planned and purposeful visitation plan; Conducting placement family meetings.</p> <p>Title IV-E Activity:  Case management and supervision, placement of the child effects of separation, impact of grief and loss and trauma, child development and visitation, referral to service, development of the family-centered case plan</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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Pre-Service CORE	<p><b>CWS3061W: Permanency Planning for Teens - Creating Lifelong Connections</b>            Learn how to help teens identify and establish emotional connections and build the family support necessary for navigating the difficult transition into adulthood. Topics Include: Developmental issues and the need for permanency for teens; Impact of the Child Welfare system and barriers to permanency; The concept of resiliency and resiliency led practice to assist youth in care; The key elements of loyalty, loss, self-esteem, behavior management, and self-determination as the foundation of permanency; Ways to involve teens in identifying their own permanency resources; The role of youth-specific recruitment in making permanent connections; Strategies for preparing teens for family living and supporting permanency.</p> <p><b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, placement of the youth and need for lifelong connections, effects of trauma on youth, importance of youth development and independent living services, referral to services, mutual development of the case plan</p>	9 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
Pre-Service CORE	<p><b>CWS3071W: Concurrent Permanency Planning</b>            Concurrent planning is an approach that seeks to eliminate delays in attaining permanent family placements for children in foster care. Concurrent Planning is a process of working towards reunification with parents while at the same time establishing an alternative plan for permanent placement. Concurrent rather than sequential planning efforts are made to more quickly move children from the uncertainty of foster care to the security of a safe and stable permanent family. This course teaches practical skills and techniques for implementing concurrent planning and building full disclosure skills. Topics Include: Impact of Fostering Connections Act on permanency for children in foster care; Components of effective concurrent planning – six essential processes; Three-Stage Case planning process for early and targeted family change; Finding, engaging and supporting relatives and kinship care providers; Use of FPM to enhance collaboration among parents, resource/foster parents, service providers and those within the child welfare and legal systems; Use of the Permanency Planning Indicator in the assessment process; Engaging parents in the decision-making process and practicing full disclosure interviewing; Identifying and addressing parental ambivalence; Frequent and constructive use of parent-child visitation; Involvement of resource and kinship parents in working directly with the biological parents; Documenting the concurrent plan in the case record.</p> <p>Title IV-E Activity:            Case management and supervision, placement of the child, full disclosure interviews, on-going safety and risk assessments, referral to services, development of the case plan</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
Pre-Service CORE	<p><b>CWS3081W: Promoting Family Reunification</b>            For children in foster care, reunification with birth parents or prior custodians is often the primary permanency goal and the most likely reason a child will leave placement. This course will examine the planned process of reconnecting children in out-of-home care with their families or prior custodians by means of a variety of services and support to the children, their families, their foster families, and other service providers. Topics Include: Family-focused practice; Principles of reunification; Impact of separation and loss; Maintaining connectedness; Planned visitation; Partnership and collaboration; Role of foster parents, birth parents, or prior custodians in the casework process, service delivery, case planning; Safety assessment.</p> <p>Title IV-E Activity:            Case management and supervision, placement of the child with planned visits, full disclosure interviews, on-going safety assessments, referral to services, development of the family-centered case plan</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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<b>Pre-Service CORE</b>	<p><b>CWS3101W: Introduction to the PRIDE Model</b>            This course offers an overview of the PRIDE Model. PRIDE is a practice model for recruiting, supporting, and developing foster and adoptive families. The PRIDE Model emphasizes teamwork and collaboration, selecting appropriate families through the use of a joint pre-service and mutual assessment process, and developing skills and knowledge in the PRIDE Core Competencies. Topics Include: Foster and adoptive family competencies, PRIDE Guiding Principles, Mutual family assessment, Teamwork, Families helping families philosophy, Implementation of the PRIDE Model, The role of the agency, parent co-trainer and family, Role of the development specialist, Conceptual basis of the PRIDE and New Generation PRIDE curricula, Introduction of the PRIDE and New Generation PRIDE training curricula materials, Examples and discussion of practice issues, Concrete guidance on anticipated problems, and Discussion of training approaches to pre-service sessions.</p> <p>Title IV-E Activity:            Case management and supervision, placement of the child effects of separation, impact of grief and loss and trauma, child development and visitation, referral to service, development of the family-centered case plan</p>	6 hours	Community Resource, Adoption and Foster Family Training (CRAFT – Regional Coordinators)	Child Welfare Caseworkers and Supervisors who wish to be PRIDE trainers, conduct PRIDE mutual family assessments, or who are associated with agencies implementing PRIDE and foster and adoptive parents who wish to be PRIDE trainers.	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Pre-Service CORE</b>	<p><b>CWS3103W: PRIDE Family Assessment</b>            This course is a blended skills/policy course that overviews the requirements, process, and needed forms for assessment of families for LDSS approval. Participants will become familiar with the Local Department Resource, Foster, and Adoptive Family Home Approval Guidance manual" the full Guidance Manual and required forms, integrating assessment tools such as genograms and other PRIDE Connections, and developing collaborative assessment skills. Note - course content goes hand-in-hand with the PRIDE Model of Practice but is based in Virginia's procedures and policies and is appropriate for all agencies regardless of their Practice Model. Topics include Virginia requirements for foster family approval, mutual family assessment, foster family competencies, interviewing, assessing goodness of fit for fostering, required documentation, and counseling out families who are not an appropriate match.</p> <p>Title IV-E Activity:            Case management and supervision, placement of the child effects of separation, grief and loss, child development and visitation, referral to service, development of the family-centered case plan</p>	6 hours	Community Resource, Adoption and Foster Family Training (CRAFT – Regional Coordinators)	Child Welfare Caseworkers and Supervisors who will be conducting or supervising mutual family assessments (home studies) for approval as LDSS foster parents, including Emergency Approvals, ICPC families, respite care providers, and traditional foster/adoptive families.	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
Pre-Service CORE	<p><b>CWS4015W: Trauma-Informed Child Welfare Practice: Identification and Intervention – Blended</b>            The effects of trauma are prevalent and far reaching among children in the child welfare system and can impact casework practice at multiple levels. This course examines how trauma informed practices can be applied to day-to-day child welfare practice so that children and caregivers who have experienced trauma can receive the types of support and services necessary to help them achieve safety, permanency, and well-being. Topics include: Understanding child traumatic stress in the context of child welfare practice, use of screening tools and determining when it is appropriate to refer a child or caregiver for additional treatment with a trauma-informed provider, tips for choosing appropriate providers and advocating for evidence-based treatment, principles of trauma-informed practices designed to promote safety, trust, and resilience, practical strategies for incorporating trauma-informed practices into interviewing, assessment, and case planning, and strategies to recognize and reduce secondary traumatic stress in child welfare staff.</p> <p><b>Prerequisite is CWSE4015: Trauma Informed Child Welfare Practice</b>            Title IV-E Activity:            Case management and supervision, importance of trauma-informed practice and placement of the child, effects of separation, impact of grief and loss and trauma, child development and importance of visitation, referral to trauma-informed services, development of the trauma-informed case plan, and vicarious trauma of workers.</p>	12 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
Pre-Service CORE	<p><b>CWS4020W: Engaging Families and Building Trust-Based Relationships</b>            Family engagement is the foundation of good child welfare casework practice that promotes the safety, permanency, and well-being of children and families. It is a family-centered and strengths-based approach to partnering with families in making decisions, setting goals, and achieving desired outcomes. Topics Include: Explore characteristics of family culture and information in policies and practices that support the engagement process with families; Develop a working agreement with families; Connect personal experiences with change and the experiences families have in order to better engage with family members and assess in a non-judgmental manner; Identify and address primary and secondary losses resulting from change and help families transition from their discomfort zone to practicing the desired behavior; Understand the various types of resistance often encountered in working with families and learn specific techniques to work with resistance; Practice specific engagement and trust building skills of exploring, focusing, and guiding to help the worker and the child and family gain insight into their current situation; Learn and practice solution-focused questions to surface family member’s strengths, needs, culture, and solution patterns; Define and practice the use of self-disclosure, normalization, and universalization to help to normalize feelings and experiences; Identify ways to formulate, evaluate and refine options with families; Define and identify essential underlying needs that are often a description of the underlying conditions and source of the behavioral expressions of problems that a family may be encountering; Evaluate the use of Core Conditions and Engagement Skills used by workers with family members; Define and practice the steps of the working agreement and how these steps are used to build a partnership relationship with the family; Develop a plan to practice the strategic use of the working agreement, core conditions and core helping skills to build a trusting relationship with families.</p> <p>Title IV-E Activity:            Case management, supervision, engagement practices, communication skills required to work with children and families, mutual respect for family-centered practices.</p>	9 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
Pre-Service CORE	<p><b>CWS4030W: Virginia Family Partnership Meeting Facilitator Training</b>            This course will prepare experienced child welfare professionals to serve as FPM facilitators using the principles and process of the Virginia Practice Model. This course will be presented as four-day classroom training. Participants will attend three consecutive days of training, practice facilitation skills and/or develop implementation plans in their localities for approximately one month and return on the final training day to discuss progress, receive feedback and complete the training content. Successful completion of CWS4020: Engaging Families and Building Trust-based Relationships is a prerequisite. Topics Include: Review of Virginia’s Practice Model and FPM values; Role of the family partnership facilitator and skills to promote effective meetings; Family engagement techniques; Meeting preparation; Stages of the solution-focused FPM; Security issues and accommodation of special needs; Responsibilities of the facilitator following the meeting; Local implementation considerations to include training of FPM participants; continued professional development.</p> <p><b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management, supervision, engagement practices, communication skills required to work with children and families, mutual respect for family-centered practices.</p>	12 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors designated FPM facilitators	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
Pre-Service CORE	<p><b>CWS5011W: Case Documentation - Blended</b>            This session is the second part of the blended Case Documentation course emphasizing the essential components of effective documentation and report writing introduced in the CWSE5011 eLearning course. 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; differentiate between fact and opinion; and consider how much is too much. Skills are strengthened through interactive practice exercises to accentuate written case documentation skills using a Video Camera method, GIRPP, and SEEMAPS for developing a transcription outline and improve your case record documentation.</p> <p><b>Prerequisite is CWSE5011 Case Documentation</b>            Title IV-E Activity:            Case management and supervision, use of behavior specific language in development of the case plan</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
Pre-Service CORE	<p><b>CWS5305W: Advanced Interviewing: Motivating Families for Change – FFPSA In-Home Services</b>            This course will assist workers to engage families in a mutually beneficial partnership and assess a family's readiness for change. Workers will learn two client engagement models and the recommended strategies for sustaining motivation and commitment to change. Topics Include: Engagement and the Strengths Perspective; The Stages of Change; Motivational Interviewing Techniques; Solution-Focused Interviewing Techniques.</p> <p><b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, use of solution-focused questions to engage and motivate change process, referral to evidence-based services, development of the case plan</p>	9 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
Pre-Service CORE	<p><b>CWS5307W: Assessing Safety, Risk, and Protective Capacities in Child Welfare – FFPSA In-Home Services</b>            This training underwent a major revision in order to prepare us for the Family First Prevention Services Act implementation in Virginia. This course focuses on practical techniques for conducting fair and accurate assessments of safety and risk, and on utilizing protective capacities to increase child safety and reduce risk. Participants will learn to define safety, risk, assessment, and protective capacity and distinguish between risk and safety; assess and monitor safety at decision points across the service continuum throughout the life of a case; intervene based on level of risk and identified protective capacities; identify the minimum sufficient level of care for children and explore the least drastic/restrictive alternatives to address concerns of safety and risk; and use a solution-based model to increase family and caregiver involvement in the creation of assessments, safety plans, and service plans. Focus of learning the practical techniques for conducting fair and accurate assessment of safety and risk, utilizing protective capacities to promote child safety and reduce risk.</p> <p>Topics include: Definitions of safety, risk assessment, and protective capacity and how to distinguish between risk and safety; Assess and monitor safety at decision points across the service continuum throughout life of case; Interventions based on level of risk and identified protective capacities; Identify the minimum sufficient level of care for children and explore the least drastic/restrictive alternatives to address concerns of safety and risk; Solution-based model to increase family and caregiver involvement in the creation of assessments, safety plans, safety services and service plans.</p> <p>Title IV-E Activity:            Case management and supervision, risk and safety planning, child development and visitation, referral to services, development of the case plan</p>	9 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
Pre-Service CORE	<p><b>DVS1001W: Understanding Domestic Violence – FFPSA In-Home Services</b>            This course provides a basic knowledge of domestic violence and establishes the most effective means through which intervention may be initiated in instances of domestic abuse. Topics Include: Impact of domestic violence on the family structure and the community at large; Cultural issues, Causation theories and dynamics of domestic violence; Safety issues for the worker and assessing safety of the victim and the victim's children; How to assess the lethality of the domestic violence situation; Resources available in the community, including legal resources.</p> <p><b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Domestic Violence dynamics and development of the safety and case plan, referral to services.</p>	3 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Pre-Service CORE</b>	<p><b>DVS1031W: Domestic Violence and its Impact on Children</b>            Learn core principles of domestic violence intervention techniques and discuss assessment skills necessary to determine risk for all family members. Review community resources that collaboratively address family violence and protect family members. Topics Include: The impact of domestic violence on children's healthy development; essential procedures and techniques for interviewing children in violent homes; development of safety plans; appropriate community referrals and proper monitoring techniques; Virginia law and legal options.  <b>Prerequisite is DVS1001W: Understanding Domestic Violence</b>            Title IV-E Activity:            Domestic Violence dynamics and development of the safety and case plan, referral to services.</p>	12 hours	VDSS Division of Local Training and Development	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE4060 Family Search and Engagement</b>            This course covers 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 in 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.            Title IV-E Activity:            Case management and supervision, importance of kin-first culture, placement of the child with relatives and fictive kin to mitigate effects of separation grief and loss, referral to services, importance of visitations, development of the family-centered case plan</p>	2 hours	VDSS Division of Local Training and Development Online	Child Welfare Caseworkers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE7000 Understanding Family First Prevention Services Act in Virginia – FFPSA In-Home Services</b>            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.  <b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, engaging the family, safety assessment and protective capacities, referral to evidence-based services, development of the case plan</p>	3 hours	VDSS Division of Local Training and Development Online	Child Welfare/In-Home Caseworkers Prevention	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE1002: Exploring Child Welfare</b>            This self-paced on-line course provides an overview of key issues in child welfare practice and is a prerequisite for all classroom training. Targeted for Child Welfare workers with less than twelve months working in a local agency. Each of the following modules has a quiz at the end and a certificate to print for completion:            Module 1: History of Child Welfare            Module 2: Context for Virginia Child Welfare Services            Module 3: Principles, Values, Roles and Responsibilities            Module 4: Cultural Issues and Learning Opportunities  <b>Prerequisite to CWS2000, CWS3000, and CWS3010</b>            Title IV-E Activity:            Case management and supervision, introduction to child welfare continuum, cultural humility and competence, placement of the child and importance of family engagement, referral to appropriate and evidence-based services, development of the case plan</p>	3 hours	VDSS Division of Local Training and Development Online	All Child Welfare Caseworkers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Pre-Service CORE</b>	<p><b>CWSE1006: Reasonable Candidacy (Candidacy Determination) – FFPSA In-Home Services</b>            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.            Title IV-E Activity:            Case management and supervision, placement of the child, referral to services, development of the case plan</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare/In-Home Caseworkers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE1041: Legal Principles in Child Welfare</b>            Gain an understanding of the court structure in Virginia. Learn how to use it to protect children. Topics Include: 1. The civil and criminal courts systems. 2. Reasonable efforts and burdens of proof. 3. Roles and responsibilities of professionals in the court process.  <b>Prerequisite to CWS1041: Legal Principles in Child Welfare</b>            Title IV-E Activity:            Case management and supervision, legal process and determination.</p>	2.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE1500CPS: Navigating the Child Welfare Automated System: OASIS for CPS (Module 1-4) CPS</b>            This eLearning course is a pre-requisite for many of the courses in Child Welfare, including CWS2000 CPS New Worker Policy Training with OASIS. Participants will learn how to navigate through Virginia’s Automated System - OASIS. Trainees will be introduced to CPS referrals, documenting a Family Assessment and Investigation, Search and Merge, and opening a CPS case. Trainees will gain an understanding about mandated fields for data entry. This CPS bundle is divided into four modules and should be completed in order 1 through 4. Each of the following modules has a quiz at the end and a certificate to print for completion. Modules may be taken multiple times depending on the learning needs of the new worker and used as a supervision tool.  <b>CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) – CPS (Module 1:Introduction)</b>            Trainees will learn to access and navigate OASIS screens, input data to complete screens using illustrated features, recognize different field colors and the importance of each, and use OASIS Help for guidance.  <b>CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 2: Intake)</b>            Trainees will learn to open a CPS referral through the complete intake process, learn how to screen out a referral or accept a referral, and determine if it will be a Family Assessment or an Investigation.  <b>CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 3: Search and Merge)</b>            Trainees will learn to effectively search the OASIS system for client’s/family’s history of involvement with DSS services in Virginia. Learners will also understand why and how to merge client identification numbers and case information to consolidate history and improve accuracy of searches.  <b>CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 4: CPS Investigations and Family Assessments)</b>            Trainees will learn to identify and navigate Investigation screens in OASIS and will also learn to identify and navigate Family Assessment screens in OASIS. Learners will also understand Out of Family Investigations screens. They will learn to use a variety of reports to help with both Investigations and Family Assessments. Individual modules can be retaken as a refresher if needed.  <b>Prerequisite to CWS2000 and all CPS courses.</b>  <b>Required Assessment for Revision: Annual</b></p>	3 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	CAPTA Training at 50% State General Funds

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
Pre-Service CORE	<p><b>CWSE1500FC Navigating the Child Welfare Automated System: OASIS for Foster Care (Module 1-7) Permanency</b>            This course is a pre-requisite for Foster Care and Adoption New Worker Trainings. Learners will learn to navigate Virginia's Child Welfare Automated Data System (OASIS). They will become familiar with the various screens utilized to capture timely, accurate case documentation for effective case management and agency accountability. This Foster Care bundle is divided into seven modules and should be completed in order 1 through 7. Each of the following modules has a quiz at the end and a certificate to print for completion. Modules may be taken multiple times depending on the learning needs of the new worker and used as a supervision tool.</p> <p><b>CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 1: Introduction)</b> Learn to access and navigate OASIS screens, input data to complete screens using illustrated features, recognize different field colors and the importance of each, and use OASIS Help for guidance.</p> <p><b>CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 2: Opening Cases and Recording Pertinent Information)</b> Learn to open a new foster care case, enter key client demographic information to include required AFCARS data, and record case contacts.</p> <p><b>CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 3: Search and Merge)</b> Learn to effectively search the OASIS system for client's/family's history of involvement with DSS services in Virginia. Understand why and how to merge client identification numbers and case information to consolidate history and improve accuracy of searches.</p> <p><b>CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 4: Documenting Placements and Funding)</b> Learn to document the dates and types of foster care placements (foster home/relatives, congregate care, IL arrangements, and trial home visits). Learn to accurately document and update funding sources and amounts.</p> <p><b>CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 5: Legal Documentation and Service Planning)</b> Learn to document key legal information as required by courts and state/federal mandates and track results of legal proceedings. Recognize how to capture written assessments and develop foster care service plans, and access court forms.</p> <p><b>CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 6: Termination of Parental Rights and Preparation for Adoption)</b> Learn to document TPR hearing outcomes and record circuit court appeals. Understand the necessary steps for maintaining the foster care case while preparing cases for adoption by registering children/youth in AREVA, documenting the Adoption Progress Report and Adoption Placement agreement, and updating placement and funding screens.</p> <p><b>CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 7: Special Circumstances and Case Closure)</b> Learn to complete documentation of special requirements related to Independent Living (including NYTD survey completion) and the minor children of youth in foster care (not in DSS custody). Understand how to verify completion of case data and close the foster care case in OASIS.</p> <p><b>Prerequisite to CWS3000 and CWS3010.</b>  <b>Required Assessment for Revision: Annual</b></p>	4 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
Pre-Service CORE	<p><b>CWSE1500IH: Navigating the Child Welfare Automated System (OASIS) – In Home Prevention (One Module)</b>            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.</p> <p><b>Required Assessment for Revision: Annual</b></p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Pre-Service CORE</b>	<p><b>CWSE1510: Structured Decision Making (SDM) in Virginia</b></p> <p>This online five module course introduces Child Protective Services (CPS) workers to the Structured Decision Making (SDM) tools used to guide critical decisions in CPS such as, “How quickly do I need to respond?”; “Is this child safe now?”; “What is the likelihood of repeat maltreatment without intervention?”; “What services are needed?”; and “Is it safe to close the case?”.</p> <p>The purpose of the course is to increase the worker’s knowledge of the SDM tools and the worker’s skills to access and complete the tools in OASIS. This course emphasizes the importance of documentation that supports the tools, and the critical decisions made in CPS. In each module workers will learn to use the tools in making critical decisions in working with families; locating the tools in OASIS; and understanding the importance of using the definitions. Workers will learn how to complete each tool using scenario-based practice. Please note that all five modules must be completed in order to obtain a completion certificate for the course. The five modules in this course include:</p> <p>Module 1: Introduction and Intake – 1 hour  Module 2: Safety Assessment – 1 hour  Module 3: Risk Assessment - .75 hours  Module 4: Family Strengths and Needs Assessment – 1 hour  Module 5: Risk Reassessment - .75 hours</p> <p>In each module workers will learn to use the tools in making critical decisions in working with families; locating the tools in OASIS; and understanding the importance of using the definitions. Workers will learn how to complete each tool using scenario-based practice. Please note that all five modules must be completed in order to obtain a completion certificate for the course.</p> <p>Title IV-E Activity:  Case management and supervision, risk and safety planning, assessment of family strengths, referral to service, development of the case plan</p>	4.5 hours	VDSS Division of Local Training and Development Online	CPS & In-Home Caseworkers and supervisors Prevention	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE2020: On Call for Non-CPS Workers</b></p> <p>This course has 2 pre-requisites: CWSE5692 Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect and CWSE1515 Initial Assessments for Non-CPS On Call Workers. This eLearning is a pre-requisite for the 1-day classroom learning CWS2020 On Call for Non-CPS Workers.</p> <p>This course is part one of a two-part course for non-CPS workers who will fulfill on-call duties for child protective services. The course contains information about the laws, regulations and guidance for Child Protective Services (CPS) practice at the local level. This course is designed to give you the knowledge and tools to apply CPS guidance to on-call situations. It’s important to remember as you move through this course that your local agency has its own process for on-call. This course will provide a basis for applying guidance to on-call work and we’ll offer suggestions on how to do this, but ultimately, you’ll want to talk with your supervisor or the on-call supervisor prior to performing on-call duties. Topics include:</p> <ul style="list-style-type: none"> <li>• Identify the purpose of CPS</li> <li>• Explain the CPS process and how guidance impacts all stages of the process</li> <li>• Explain the importance of the child welfare continuum and the Virginia Children’s Services Practice Model to the on-call process</li> <li>• Understand the role of the State Hotline and how to use the matrix</li> <li>• Explain the definitions of abuse and neglect in Virginia guidance</li> <li>• Describe the authorities CPS workers have when responding to reports of alleged abuse and neglect</li> <li>• Identify the validity of allegations, the appropriate response priority and track decisions</li> <li>• Explain the appropriate response to reports involving substance exposed infants, sexual abuse, fatalities and other situations requiring additional actions</li> <li>• Identify when to contact law enforcement, the Commonwealth’s Attorney and others, Describe the process of conducting a safety assessment and the steps involved in an emergency removal</li> <li>• Gather the information needed to make critical decisions and know how those decisions impact the way a family assessment or investigation is conducted.</li> </ul> <p><b>Prerequisite to CWS2020: CWS2020 On Call for Non-CPS Workers</b></p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers performing on-call duties	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Pre-Service CORE</b>	<p><b>CWSE2090: Injury Identification in Child Welfare</b>            This interactive course is for all child welfare workers and will increase the knowledge and ability of workers to recognize signs of abuse and neglect. All child welfare workers have a key role in promoting safety and preventing child fatalities. Topics include: how to detect accidental versus non-accidental injuries; understanding child development as it relates to injuries; and signs and symptoms of possible internal injuries. This course specifically reviews bruises, fractures, burns, sexual abuse, serious injury, and neglect.</p> <p>Title IV-E Activity:            Case management and supervision, identification of child injuries</p>	2.5 hours	VDSS Division of Local Training and Development Online	Child Welfare/In-Home Caseworkers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE3030: Normalcy for Youth in Foster Care</b>            Normalcy for Youth in Foster Care is for all those who work with youth in foster care especially; foster care workers and foster parents including congregate care providers. Upon successful completion of this course, you will be able to: Identify key provisions of the Federal Preventing SexTrafficking and Strengthening Families Act; Recognize how participation in social, extracurricular, and recreational activities promotes a more normal life experience for youth in foster care; Explainthe roles of team members including foster parent, congregate care/residential facilities, birth parents, child welfare workers, service providers, and the court in promoting normalcy; Differentiate between decisions that can be made by the foster parents and those which must be authorized by the local department of social services; and Apply the Reasonable and PrudentParent Standard to make child-specific decisions about participation in activities.</p> <p>Title IV-E Activity:            Case management and supervision, referral to services, prudent parent policies with youth-centered decision-making with team.</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors Foster Care Workers Permanency	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE4000: Identifying Sex Trafficking in Child Welfare</b>            This course is designed for local departments of social services staff and community partners within the Commonwealth of Virginia. The purpose of this training is to raise awareness regarding the impact of human trafficking - notably commercial sex trafficking - on our vulnerable youth in foster care, runaways, and those experiencing abuse, or neglect, or other family dysfunction in their homes. Federal and state efforts to combat this problem are outlined and in conjunction withstrategies for local detection and intervention. This course will cover the following:</p> <ul style="list-style-type: none"> <li>• Defining human trafficking</li> <li>• Defining Commercial Sexual Exploitation of Children (CSEC) and Domestic Minor Sex Trafficking(DMST)</li> <li>• Recognizing at-risk populations</li> <li>• Distinguishing vulnerabilities of children in the child welfare system</li> <li>• Identifying victims in the child welfare system</li> <li>• Developing response plans after identification and providing intervention services</li> <li>• Defining the Prudent Parent Standard</li> </ul> <p><i>This eLearning course is also available on the VDSS public website and available to communitypartners.</i></p> <p><b>Required Assessment for Revision: Annual</b></p> <p>Title IV-E Activity:            Case management and supervision, identification and intervention with multi-disciplinary team, placement of the youth, referral to evidence-based services, development of the case plan</p>	1.5 hours	VDSS Division of Local Training and Development Online/Public Website	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Pre-Service CORE</b>	<p><b>CWSE4015: Trauma-Informed Child Welfare Practice</b>            A significant majority of children and caregivers in the child welfare system have been affected by trauma. Trauma can have a lasting impact on the well-being and functioning of these children and their families. By understanding the evolving science of how trauma impacts children and adopting a trauma-informed child welfare practice approach, child welfare workers and supervisors can play a crucial role in mitigating both the short and long-term effects of trauma and ultimately improve the lives of the children they serve. This self-paced eLearning course will assist workers to understand the causes and impact of trauma and how it directly relates to efforts to help children and families achieve safety, permanency, and well-being. Topics Include:</p> <ul style="list-style-type: none"> <li>•Importance of trauma-informed child welfare practice</li> <li>•Types of traumas</li> <li>•How children respond to traumatic stress</li> <li>•The impact of trauma on the brain</li> <li>•Long-term effects of childhood trauma (to include impact on adults)</li> </ul> <p>Trauma-informed practice</p> <p><b>Prerequisite for the classroom course CWS4015W: Trauma-Informed Child Welfare Practice-Identification and Intervention.</b></p> <p>Title IV-E Activity:            Case management and supervision, importance of trauma-informed practice and placement of the child, effects of separation, impact of grief and loss and trauma, child development and importance of visitation, referral to trauma-informed services, development of the trauma-informed case plan, and vicarious trauma of workers.</p>	2 hours	VDSS Division of Local Training and Development Online	Child Welfare Workers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE4050 Psychotropic Medication and the Child Welfare System</b>            This course will empower case workers to include trauma-informed practices around the prescribing, use and monitoring of psychotropic medication for children and youth served by their agency. This course offers learners of all professional backgrounds the opportunity to gain a working understanding of the concerns and use of psychotropic medication specific to children involved in child welfare, develop an understanding of the relationship between the trauma informed approach and the use of psychotropic medication, review the side effects of psychotropic medication on the brain and body both potential short term and long term of children and youth and how this may disrupt home stability and permanency timelines and apply available resources to working with caregivers, youth and prescribing doctors as well as how to utilize a child-centered team approach.</p> <p>Title IV-E Activity:            Case management and supervision, referral to service, development of the case plan</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE3051: Psychotropic Medication Consenter</b>            This course is for child welfare staff who are going to be responsible for granting consent for psychotropic medication for children in the LDSS custody. Topics include identifying the responsibilities of a psychotropic medication consenter (PMC), defining informed consent to effectively grant informed consent as a PMC, formalizing how to be an effective advocate for the child's best interests when making decisions regarding psychotropic medication, and engaging families and youth in the psychotropic medication process.</p> <p>Title IV-E Activity:            Case management and supervision, referral to service, development of the case plan</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Pre-Service CORE</b>	<p><b>CWS4080W: Kinship Care in Virginia</b>            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.</p> <p><b>Prerequisite is CWSE4060</b>  <b>Required Assessment for Revision: Annual</b>            Title IV-E Activity:            Case management and supervision, family-centered case planning, engaging family and fictive kin for placement of the child, child development and visitation, referral to service, development of the case plan</p>	12 hours	VDSS Division of Local Training and Development	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE5000 Preventing Premature Case Closure in In-Home Services – FFPSA In-Home Services</b>            This online course explains why premature case closure 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.</p> <p>Title IV-E Activity:            Case management and supervision, safety planning and risk assessment, referral to service, development of the case plan</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE5010 Advocating for Child and Adolescent Mental Health Services – FFPSA In-Home Services</b>            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 the 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.</p> <p>Title IV-E Activity:            Case management and supervision, child development and mental health issues for children and youth, referral to service, development of the case plan</p>	3 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE5011: Case Documentation</b>            This is part of the blended Case Documentation course designed for all staff who write case notes. It will help workers use documentation to tell the story of the children and families accurately and objectively we serve. Case information must be captured in a completeand 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 participants 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 must take CWS5011W: Case Documentation classroom course.</p> <p>Title IV-E Activity:            Case management and supervision, use of behavior specific language in development of the case plan</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>CWSE5020: Indian Child Welfare Act (ICWA)</b>	This e-learning module provides a brief history and rationale for the creation of the Indian Child Welfare Act, Tribal sovereignty, and the basic provisions of the Act.	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE5501 Substance Abuse</b></p> <p>This self-paced, interactive, online course offers an introduction to substance abuse and its impact on families. The emphasis is on assessment and treatment considerations within the context of collaboration. The course explores national trends related to the prevalence, causes and treatment of substance abuse, as well as drug categories, drug schedules and drug effects. The course also reviews specific issues related to women and substance abuse, such as the barriers women face when attempting to gain treatment. The goal is to make family services workers aware of substance abuse assessment, treatment and stages of recovery, as well as techniques to encourage change. Topics include the following:</p> <p>Module 1: Defining and Identifying Substance Abuse  Module 2: Assessment  Module 3: Motivation and Stages of Change  Module 4: Cycle of Recovery</p> <p>Title IV-E Activity:  Case management and supervision, dynamics of substance use and community impact, referral to appropriate services, development of the case plan</p>	2.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>CWSE5691: Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators</b></p> <p>This training module is for Virginia teachers who is mandated, by law, to report suspected child abuse and neglect, and who is required by Section 22.1-298.8 of the Code of Virginia to complete child abuse and neglect study as part of your licensure process. This curriculum has been approved by both the Virginia Department of Education and the Virginia Department of Social Services as meeting the required curriculum guidelines for teacher licensure certification.</p> <p><b>ONLY Available on VDSS Website at <a href="http://www.dss.virginia.gov/">http://www.dss.virginia.gov/</a>.</b></p> <p><b>Required Assessment for Revision: Annual</b></p> <p>Title IV-E Activity:  Reporting suspected child abuse and neglect.</p>	1 hour	VDSS Division of Local Training and Development Online/Public Website	Virginia Educators	CAPTA Training at 50% State General Funds
<b>Pre-Service CORE</b>	<p><b>CWSE5692: Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect</b></p> <p>This training is intended for professionals and other individuals required by Virginia law to report suspected child abuse and neglect and is designed to help mandated reporters to recognize the signs of child abuse and neglect, to understand the responsibilities and procedures involved in reporting, and to be aware of the associated penalties for failing to report.</p> <p>The course has two modules which take approximately 30 minutes each to complete. There are 19 Quiz questions embedded throughout the course that count toward a passing score of 90% to obtain a certificate of completion.</p> <p><b>Prerequisites to all mandated New Worker Training</b></p> <p><b>Required Assessment for Revision: Annual</b></p> <p>Title IV-E Activity:  Reporting suspected child abuse and neglect.</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
Pre-Service CORE	<p><b>CWSE6010: Working with Families of Substance Exposed Infants</b>  This two-module online learning course that addresses the service needs of pregnant and parenting women and other caregivers who use opiates and/or other substances of abuse and their children.  The first module will educate Family Service Specialists on substance abuse, the differences between men and women, and the effects on families to help FSS working with families and pregnant mothers who use substances.  The second module, a CPS response, will help Child Protective Services (CPS) workers learn how to use best practices when responding to a notification that a child was affected by in utero exposure to alcohol or drugs. All workers will gain an understanding of the CPS response to substance exposed to infants. Workers will also learn about the Plan of Safe Care (POSC); engaging the mother and others in the development of a POSC, who creates the POSC, when to implement a POSC, who is involved in a POSC, and who manages a POSC.  Workers will complete a TOL worksheet during each module and should meet with their supervisor after completing the course to review their worksheets.  Title IV-E Activity:  Case management and supervision, safe plans of care, child development and visitation, referral to services, development of the case plan</p>	1.75 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
Pre-Service CORE	<p><b>CWSE6000 State Hotline Training</b>  This course is designed for VDSS State Hotline workers receiving calls alleging child and adult abuse. This course briefly reviews CPA and APS types of abuse, validity criteria and covers the OASIS and Peer Place screens for entering a report into those data management systems through a series of short videos.</p>	1 hour	VDSS Division of Local Training and Development Online	CPS workers	CAPTA Training at 50% State General Funds
	<b>Child Welfare Leadership Institute – NEW in 2020-2021</b>				
Pre-Service CORE	<p><b>FSSUPE5700 Welcome to the Leadership Institute Online Module</b>  This self-paced, on demand, online course provides child welfare program managers and supervisors an overview of how the Child Welfare Leadership Institute came to be, specific courses that were developed as a component of Virginia's Program Improvement Plan (PIP), and how managers and supervisors can support workers to apply their learning. Topics discussed include defining transfer of learning, explaining the manager and supervisor's role in promoting and supporting transfer of learning among supervisors and workers, describe the three stages of transfer of learning to be used with supervisors and workers, explain the purpose of the Leadership Institute and describe the content of the required courses, and identify training needs and plan for supervisor learning using tools available.</p>	1 hour	VDSS Division of Local Training and Development	Child Welfare supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
Pre-Service CORE	<p><b>FSSUP5701: Principles of Leadership</b>  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 changes will be discussed with a review of strategies for change management.</p>	12 hours	VDSS Division of Local Training and Development	Child Welfare supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
Pre-Service CORE	<p><b>FSSUP5702: Management of Communication, Conflict &amp; Collaboration</b>  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.</p>	12 hours	VDSS Division of Local Training and Development	Child Welfare supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Pre-Service CORE</b>	<p><b>FSSUP5703: Enhancing Staff Performance and Growing a Team</b>            This course helps supervisors learn how to hire and develop competent, confident, and committed staff that can perform the tasks assigned to them and support the agency's 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.</p>	12 hours	VDSS Division of Local Training and Development	Child Welfare supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>FSSUP5704: Critical Issues in Family Services Supervision</b>            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.</p>	12 hours	VDSS Division of Local Training and Development	Child Welfare supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>FSSUP5705: Trauma-Informed Leadership and Developing Organizational Resilience Culture</b>            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.</p>	12 hours	VDSS Division of Local Training and Development	Child Welfare supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<p><b>SUP5710: Foundations in Coaching</b>            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, and skillful solution-focused questioning, providing useful feedback and crafting questions to help build critical thinking skills that generate solutions.</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare supervisors using Coaching Model	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Pre-Service CORE</b>	<b>SUP5720: Coaching in Supervision</b> 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.	6 hours	VDSS Division of Local Training and Development	Child Welfare supervisors using Coaching Model	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<b>SUP5307 Supervising Safety, Risk, and Protective Capacity</b> Assessment best practices in child welfare are constantly evolving. There is a need for supervisors to remain connected to practice changes and new TOL 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 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.	12 hours	VDSS Division of Local Training and Development	Child Welfare Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Pre-Service CORE</b>	<b>SUPE5730: Using Data to Improve Practice and Performance Online Module</b> 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.	1 hour	VDSS Division of Local Training and Development Online	Child Welfare supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
	<b>SUPE5731: Supporting Transfer of Learning</b> This course 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.	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
	<b>SUPE5732: Reasonable Efforts: What Supervisors Need to Know</b> This 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.	2 hour	VDSS Division of Local Training and Development Online	Child Welfare supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
	<b>In-Service Instruction Courses (Non-mandated)</b>				

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>In-Service Instruction</b>	<p><b>GEN1206: Worker Safety</b>            This classroom training presents information about worker safety awareness, assessment, and actions workers can take if and when they encounter unsafe situations. The training also provides participants with ways in which they can apply preparation strategies that promote safety in practice. At the end of this training, participants will be able to describe the signs that a person’s behavior is escalating, recognize indicators that signal an interaction is becoming unsafe, and use techniques that promote safety during interaction with others at different stages of escalation. The course will increase awareness of safety issues and concerns that may occur at the agency, in the client’s home or at locations in the community. The course will focus on realistic assessment of safety issues of working with clients and prevention techniques to ensure worker safety and topics include the following: • Understanding the importance of awareness, assessment, anticipation, and action as they relate to worker safety • Identification of specific client populations (clients with mental illness, substance use disorders, PTSD, adolescents with behavioral issues, domestic violence perpetrators/victims) and indicators/ warning signs and behaviors that place workers at risk • Utilize verbal de-escalation techniques that remediate/reduce vulnerability during tense interactions with families • Working with hostile, threatening, angry or potentially violent clients • Crisis assessment and strategies to demonstrate nonverbal de-escalation techniques that promote worker safety during interactions with families • Maintaining safety in the community environment when the environment may have criminal activity, violence and other risk factors. (In conversion development to online training)</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare Workers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>GEN1501: Train the Trainer</b>            This course is professional development for trainers and will offer useful tips and techniques for both beginning and seasoned trainers. Learn valuable training tips, techniques and practice opportunities to facilitate classroom training. Topics include: how to create an effective learning environment, best ways to engage adult learners, best practice training methods and floor skills, new ideas for effective icebreakers, energizers, and games, valuable tips and resources to help develop training skills that are engaging, memorable, and fun. Participants will be required to make a 20 minute presentation and this is a demanding course that can run late at the end of the day.  <b>Required Assessment for Revision: Annual</b></p>	18 hours	VDSS Division of Local Training and Development	All Family Services trainers and LDSS trainers	State General Funds
<b>In-Service Instruction</b>	<p><b>GENE2000: Regulation and Resilience: Self-care Practices for Frontline Workers and Supervisors</b>            This self-paced webinar provides strategies to support your nervous system and physical health during this time of crisis and in the future. Topics discussed include: information about secondary trauma, define regulation &amp; resilience and how to practice for self and families work with; learn specific techniques used experience regulation “pocket practices”; and develop or renew your Regulation and Resilience Plans.</p>	5 hours	VDSS Division of Local Training and Development Online/FUSION	Child Welfare Workers and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>CWSE1050: VEMAT Rater Training</b>            Local agency or CSA staff designated as Virginia Enhanced Maintenance Assessment Tool (VEMAT)Raters is required to complete all five modules of CWSE 1050 and CWS 1052. All Permanency staffwho work with children and families who receive or may receive enhanced maintenance are also encouraged to take Modules 1 thru 4.  <b>Module 1</b> provides information regarding where VEMAT guidance is located, discusses the purpose of the VEMAT and how the VEMAT evolved, identifies the practice and principals associated with the VEMAT, categorizes the roles and responsibilities of the VEMAT team, and callsattention to differences in the handling of the VEMAT in foster care and in adoption assistance.  <b>Module 2</b> reviews the basic structure of the VEMAT and provides quantifiable parameters forrating the child’s behaviors or needs.  <b>Module 3</b> provides an overview of the VEMAT review, re-administration, and re-assessment processes. It also discusses how a VEMAT can be integrated into the re-negotiation of an adoptionassistance agreement.</p>	5 hours	VDSS Division of Local Training and Development Online	Child Welfare Workers Permanency	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>In-Service Instruction</b>	<p><b>CWS2041: Child Fatality Investigations:</b>            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:</p> <ul style="list-style-type: none"> <li>• The investigation process—goals, roles, preparation, and requirements</li> <li>• Collaborating with Law Enforcement, the Commonwealth’s Attorney, and other Multidisciplinary Team (MDT) members</li> <li>• Understanding child fatality causes and SAFE sleep practices</li> <li>• Interviewing involved parties</li> <li>• Assessing and planning for the safety of siblings and other involved children</li> <li>• Evidence collection, including crime scene observation and obtaining medical records</li> <li>• Working with Regional Consultants</li> <li>• Completing the Preliminary Child Fatality/Near Fatality form and the National Case Reporting Tool</li> <li>• Understanding the role of and working with the Medical Examiner</li> <li>• Understanding Child Fatality Review Teams and preparing for participation</li> <li>• Professional self-care and resources for support and resilience</li> </ul> <p>Prerequisites: CWS2011W: Intake, Assessment, and Investigation in Child Protective Services</p>	2 days	VDSS Division of Local Training and Development	Child Welfare Workers and Supervisors	CAPTA Training at 50% State General Funds
<b>In-Service Instruction</b>	<p><b>CWS4040: Family Partnership Meetings and Domestic Violence: An Advanced Training for FPM Facilitators and Supervisors</b>            This advanced course in domestic violence (DV) for Family Partnership Meetings (FPM) is designed for FPM facilitators and those who supervise them, as well as child welfare supervisors who participate in FPMs. This course will focus on safely preparing for and managing meetings in which domestic violence is present, engaging parents around DV issues, assessing the impact of children’s exposure to DV, and making decisions and action plans to increase safety for children and the non-offending parent. Participants will become familiar with DV safety standards in FPMs and practice engagement strategies for both survivors and perpetrators of intimate partner violence. Participants will also practice effectively facilitating difficult conversations about DV and developing action plans that increase safety, both during and after the meeting. It is strongly recommended that this training be conducted with agency teams of FPM facilitators and supervisors. Please be aware, this training is designed to be used in conjunction with pre-training reading and a post-training local planning process to integrate the material into practice.</p>	12 hours	VDSS Division of Local Training and Development	FPM Facilitators and Supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>CWSE3042: Interstate Compact on the Placement of Children (ICPC)</b>            This course is designed for Family Services Specialists involved with out of state placements of children in foster care when Virginia is either the Sending or Receiving State. This course emphasizes the critical role played by Family Services Specialists when permanency involves relocating the child with an approved home in another state or approving home when accepting a child from another state. ICPC guidelines, regulations, best practice protocol and forms are covered, and an introduction to the NEICE web-based case management system.</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>In-Service Instruction</b>	<p><b>CWSE3091: Transition Planning with Older Youth in Foster Care</b>            The transition into adulthood is a process rather than an event. This course focusses on the importance of engaging a team of supportive adults to help you in foster care develop and implement incremental plans for reaching their goals. Participants will practice the development of meaningful transition plans that utilize thorough assessments to focus on the goals of highest priority, track progress toward those goals, and change as needed to address additional goals. Topics include: Empowering youth to take a leadership role in planning the transition from foster care; Partnering with youth to develop and maintain supportive relationships with key adults in their lives in order to achieve their goals; Growing and fully utilizing a transitional planning team; Identifying the transitional planning team's members; Utilizing assessment tools to develop detailed plans with individualized goals and objectives; Promoting accountability through the development of specific tasks and timelines for youth and team members; Helping the team understand and value their role in modeling effective communication, good manners, and other areas important to personal and professional interactions; Engaging youth in specific skill-building activities that prepare them for adult responsibilities.</p> <p>Prerequisites are CWSE1002, CWSE1500FC, CWSE5692, and CWS3000 or CWS3001R or CWS3010.            Title IV-E Activities:            Assessment; development of the case plan</p>	6 hours	VDSS Division of Local Training and Development	Child Welfare workers and supervisors Permanency workers	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>GAME4000: Engagement in Action</b>            Test your family engagement skills and shift your practice to the next level in this interactive game. During the 20 minute game, you will be guided through eight scenarios with a family and have the opportunity to apply your skills, hear the results of your actions, and receive feedback from a supportive coach.</p>	.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
	<p><b>MICRO105: Using the Genogram to Support Family Finding</b> – 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.</p>	.25 hours	VDSS Division of Local Training and Development FUSION	Child Welfare workers and supervisors	State General Funds
	<p><b>MICRO3002: Adoption Funding Screen</b> – This micro-learning is designed to provide Family Service Specialists an overview of adoption assistance payments, including basic and enhanced maintenance, non-recurring, and special service payments. This training focuses on the data entry in the OASIS record, so it is consistent with the paper case record, the LDSS financial system of record, and the expenditures submitted for reimbursement in LASER.</p>	.25 hours	VDSS Division of Local Training and Development FUSION	Child Welfare workers and supervisors	State General Funds
	<p><b>MICRO3003: Opening an Adoption Case: Bio-connect Process</b> – This micro-learning is for LDSS Family Services staff and provides additional training on opening adoption cases using the bio-connect process in OASIS. This training focuses on how to open adoption cases using the new search requirement when adding clients in OASIS during the bio-connect process ensuring the case is open accurately.</p>	.25 hours	VDSS Division of Local Training and Development FUSION	Child Welfare workers and supervisors	State General Funds
	<p><b>CWSE3015: Adoption Assistance Screening Tool</b> - recorded webinar to review the screening tool in support of the CWS3015 Adoption Assistance course.            Title IV-E Activities:            Assessment; development of the case plan, referral to services.</p>	.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>In-Service Instruction</b>	<p><b>CWSE2001R: CPS Guidance Refresher Training</b> As a result of the Office of the State Inspector General (OSIG) Performance Audit of the Division of Family Services Child Protective Services (CPS) Program in 2022, Local Training and Development has worked collaboratively to respond to the OSIG recommendation to provide additional training, which will be updated annually, for local DSS caseworkers and supervisors regarding policies and procedures. The VDSS Protection Program staff and regional practice consultants have identified key fundamental areas of guidance and practice needing to be highlighted for best practice. The three training modules may be taken in any order, and supervisors may also use them in their unit meetings to further understand CPS guidance and practice skills.</p> <p><b>CWSE2001R: CPS Refresher (Module 1: Staying Informed - Essential Child Protective Services Updates)</b> This course is designed for all CPS workers and supervisors hired prior to June 1, 2024, to receive refresher training on current laws, regulations, and guidance that inform CPS practice at the local level. Learners will review essential Child Protective Services Updates which apply while conducting a family assessment or investigation of abuse and/or neglect.</p> <p><b>CWSE2001R: CPS Refresher (Module 2: Your Initial Safety-Focused Response)</b> This course is designed for all CPS workers and supervisors hired prior to June 1, 2024, to receive refresher training on current laws, regulations, and guidance that inform CPS practice at the local level. Learners will review key requirements and timeframes for work with children and families to assess and address safety and risk while conducting a family assessment or investigation of abuse and/or neglect.</p> <p><b>CWSE2001R: CPS Refresher (Module 3: Navigating Unique Situations, Assessing Risk, and Making Disposition)</b> This course is designed for all CPS workers and supervisors hired prior to June 1, 2024, to receive refresher training on current laws, regulations, and guidance that inform CPS practice at the local level. Learners will review key requirements and timeframes for work with children and families to assess and address risk while conducting family assessments and investigations and determine dispositions.</p>	3 hours	VDSS Division of Local Training and Development Online	Experienced CPS workers and supervisors	CAPTA Training at 50% State General Funds
<b>In-Service Instruction</b>	<p><b>CWSE2005R Optimal Practice: The Annual Five CPS Guidance Fundamentals</b> These online modules are available in the COVLC and are approximately 30 – 45 minutes in duration. The training modules may be taken in any order, and supervisors may also use them in their unit meetings to further understand CPS guidance and practice skills.</p> <p><b>CWSE2005R Module 1: Screening Decisions</b> provides an overview of the CPS intake process, including screening decisions, navigating, and utilizing the CPS guidance manual, Structured Decision Making (SDM) tools and other intake tools and job aids. The module covers validity criteria, response priority, mandated reporting, and documentation requirements.</p> <p><b>CWSE2005R Module 2: Difference Between TFCV and FMC</b> encourages an understanding of the importance of and differences between the Timeliness of First Contact with Victim (TFCV) and the First Meaningful Contact (FMC) with a family. The module describes how certain settings, such as in Out of Family (OOF) investigations, may affect the investigation process and explains what proper documentation of the TFCV and FMC should look like in the Child Welfare Information System.</p> <p><b>CWSE2005R Module 3: Safety Assessment</b> offers the learner insight into the proper completion of the SDM Safety Plan in COMPASS, and how it correlates directly with the SDM Safety Assessment. Learners will notice the parallel process for working and engaging with families to elicit change, particularly when safety planning with caretakers.</p> <p><b>CWSE2005R Module 4: Critical Thinking Skills</b> highlights the importance of thorough and accurate documentation throughout the life of the case, particularly when establishing preponderance of evidence and supporting founded or unfounded dispositions in an investigation. Learners will correlate the Practice Profiles with their critical thinking skills when working with families and building a comprehensive case with well-organized and compelling documentation.</p> <p><b>CWSE2005R Module 5: Documentation to Support Case Opening Decisions in High/Very High-risk Referrals</b> emphasizes the critical decision-making point of opening an In-Home Services case for High and Very High-Risk referrals following CPS involvement. Learners will understand how the SDM Risk Assessment is used to inform the decision to open an In-Home Services case, as well as how to properly construct and document the conversation and decision a family makes when offering and encouraging participation in services.</p>	3.5 hours	VDSS Division of Local Training and Development Online	Experienced Child Welfare workers and supervisors	CAPTA Training at 50% State General Funds

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>In-Service Instruction</b>	<p><b>CWSE4025 Foster Care Title IV-E Case Determination Process</b></p> <p>This six-module on-line course provides an overview of the Title IV-E eligibility determination process. This course can be taken as a complete six module course or as a refresher course with specific areas of needed practice improvement or competencies on related issues.</p> <p>Module 1: Getting started in Title IV-E  Module 2: Determining initial Title IV-E eligibility  Module 3: AFDC Relatedness  Module 4: Placement and Licensing  Module 5: Annual Judicial Reviews  Module 6: Payment Accuracy  Title IV-E Activities:  Assessment; development of the case plan</p>	4.5 hours	VDSS Division of Local Training and Development Online	Child Welfare Workers and BPS Workers	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1000 Psychotropic Medications and Issues in Foster Care</b></p> <p>In this webinar, Family Services Specialist will learn practical approaches to working with medical professionals on the monitoring of psychotropic medications, key questions to ask and critical information to bring to the attention of the physician or psychiatrist prescribing the medications, how to express professional disagreement in a helpful manner that is in the best interest of the child, suggest alternative treatments to medication, and how to support foster parents advocating for their child. The presenter, Dr. Christopher Bellonci, is a leading national expert on use of medication for children with mental health issues. Dr. Bellonci also has an expertise in trauma-informed practice and the child welfare system.</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1001 Getting Started With Coaching</b></p> <p>This feels awkward, am I doing this right? How do I get started? Should I focus on individual staff, or should I start with my whole team? Do these questions sound familiar? If so, then you will want to join us for an interactive webinar that will address these questions and more. The presenter, Brenda Lockwood from the University of Denver Butler Institute, will share tips for creating a map for successful implementation, identifying the qualities of a good coaching champion, how to “self” coaching within your agency, building internal support structures for coaching. Participants will have an opportunity to share their lessons learned and ask questions they have related to implementation of coaching in supervision.</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1003 The Journey to Practice Enhancement</b></p> <p>This is the recorded Journey to Practice Enhancement Webinar and it will take about one hour to complete. It provides an overview of the journey to practice enhancement and the development of the Practice Profiles. Topics include the importance of the practice model and enhanced family engagement as an agency-wide focus. The webinar reviews how the 11 Practice Profiles were developed, their content, the focus on skill development, and why they are beneficial to workers, supervisors, and the agency as a whole. The connection of the Practice Profiles to coaching supervision is made, with coaching the method to embed the Practice Profiles.</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1008 Adoption Resources Exchange of Virginia (AREVA) &amp; AdoptUSKids</b></p> <p>This one-hour recorded webinar provides instructions on how to effectively complete an Adoption Resource Exchange of Virginia (AREVA) registration. An AREVA registration is required within 60 days of Termination of Parental Rights (TPR) date when the goal is adoption. An individual form is completed for each child in the family even when siblings are being placed together. There are also attached resource documents available with this webinar that can be printed and used job aids.</p>	1 hour	VDSS Division of Local Training and Development Online	Permanency – Foster Care and Adoption workers	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
In-Service Instruction	<p><b>FSWEB1009 The Role of CPS in Supporting Fatality Review Teams</b>            This recorded webinar is intended to provide information regarding the National Child Fatality Review tool and its use by CPS for investigations of child deaths. During this session, participants will become familiar with the unique role and contribution of CPS to child fatality review teams in Virginia; understand the purpose of using a child fatality review tool; know where to find and how to complete the tool; recognize the importance and appropriate use of the Data Dictionary for the Case Report and practice completing the CPS portion of the tool for various mock scenarios. NOTE: Please make sure you have time to view the entire webinar when starting this program. You can pause and start during viewing but if you have to exit the webinar before completion, you will have to start at the beginning of the video when going back in to finish the session.</p>	1.5 hours	VDSS Division of Local Training and Development Online	Protection - CPS workers and supervisors	CAPTA Training at 50% State General Funds
In-Service Instruction	<p><b>FSWEB1010 Child Protective Services Appeals Training</b>            This recorded webinar provides information regarding on the child protective services administrative appeals process, with strong emphasis on the local conference. It will take you through completing your CPS investigation, how to avoid common mistakes and pitfalls and provide a brief explanation of each step of the local appeal process.</p>	1 hour	VDSS Division of Local Training and Development Online	Protection - CPS workers and supervisors	CAPTA Training at 50% State General Funds
In-Service Instruction	<p><b>FSWEB1011 Using the Practice Profiles Assessment Toolkit</b>            This recorded webinar provides specialized information to accompany SUP5710 Foundations in Coaching and SUP5720 Coaching in Supervision two one-day courses where you learn how to teach the practice profiles using coaching skills. These courses are not prerequisites but provide helpful context for this material. Key topics include: a refresher on the purpose of the practice profiles, ideas on how to introduce them to your agency or unit and how to explain the skill continuum and proficiency categories to staff. The webinar also addresses how a supervisor can start assessing skills using the Practice Profiles Assessment Toolkit, Part I &amp; II. It concludes with a review of the link between assessment and the agency's learning culture.</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
In-Service Instruction	<p><b>FSWEB1013: The Coaching Conversation</b>            The coaching conversation focuses on developing an informal coaching plan around practice profile skill development. This 30 minute training video showcases a coaching conversation conducted as a demonstration during a live training. Brenda H. Lockwood, Senior Program Associate at the Butler Institute for Families at the University of Denver, is the coach and Danni Jones, a generic Family Services Specialist from the Northumberland DSS office, is the Coachee. In this example, Danni chose to rate her team rather than her individual skill level on Demonstrating Cultural and Diversity Competence. The video demonstrates how a supervisor, team leader, or senior worker can guide someone through the seven coaching conversation steps, resulting in a specific action plan.</p>	.5 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
In-Service Instruction	<p><b>FSWEB1015: Educational Stability for Children in Foster Care</b>            This webinar is designed for foster care liaisons (school division staff points of contact for school stability), educational stability liaisons (LDSS staff designated as points of contact for school stability), and LDSS supervisors and staff who are involved in school placement decisions. This session reflects updates from the 2017 updated Joint Guidance from the Virginia Department of Social Services (VDSS) and the Virginia Department of Education (DOE) on educational stability for youth in foster care. This collaboratively presented webinar will ensure that participants understand the importance of educational stability; are aware of the changes implemented with the passage of the Every Student Succeeds Act of 2015 (ESSA); understand how to conduct a Best Interest Determination process for school placement decisions; and become familiar with the processes for maintaining school of origin or immediate enrollment in a new school.</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
In-Service Instruction	<p><b>FSWEB1016: Virginia Children's Services Practice Model Implementation Study</b>            VDSS partnered with Casey Family Programs and Rutgers University School of Social Work to study implementation of the practice profiles and coaching. This webinar which summarizes key findings from the first two reports and is facilitated by Dr. Kerrie Ocasio, the lead researcher for the project and a former child welfare worker. The webinar consist of two parts: Part 1 looks at implementation readiness and how it varies by agency and staff characteristics; Part 2 reviews staff reflections on implementation of the practice profiles. The webinar is appropriate for agency leadership and staff leading implementation efforts. Important topics include: How agencies are implementing the practice profiles, the factors that support or block implementation, and recommendations at both the agency and VDSS levels to facilitate sustainable implementation.</p>	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	State General Funds

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<b>In-Service Instruction</b>	<p><b>FSWEB1019: Case Documentation in Child Welfare</b>            In this one hour online on demand course, participants will learn about why documentation matters in child welfare and explore the areas of documentation that are consistently problematic. Through case examples, participants will practice identifying and correcting specific documentation issues. Additionally, participants will be introduced to using behaviorally descriptive language in documentation.</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1024: Substance Exposed Infant Decision Tree Tool</b>            This recorded webinar is designed for local department of social services Child Protective Services staff and is intended to assist with decision-making when evaluating the validity of complaints or reports involving substance-exposed infants. Webinar participants will learn how to use the Substance-Exposed Infant Decision Tree Tool as part of the intake process.</p>	.5 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1026: This Is Trauma Informed FPM Facilitation: Fidelity to the Model</b>            Many agencies throughout Virginia have been conducting Family Partnership Meetings (FPM) since 2010. As we grow in our understanding of effective interventions and expand in operationalizing trauma-informed family engagement, a regular review of core FPM tenets is necessary to avoid the emergence of divergent practice patterns. The purpose of this webinar is to provide a foundational review of FPMs and how, when implemented correctly, FPMs are a trauma informed practice that can greatly improve outcomes for our children, youth, and families. Join us as we walk through some examples of the facilitator role in engaging families while preparing FPM participants and some practice do's and don'ts!            Title IV-E Activities:            Assessment; development of the case plan; family-centered case planning; permanency planning</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1027: Swift and Savvy Actions to Improve Safety Outcomes</b>            When you leave a family's home, how confident are you that you are leaving the child safer than before you arrived? This 45 minute webinar explains new terms and clarifies definitions of standards being reviewed by CFSR in regards to safety and gives practical best practice examples to ensure that staff is meeting safety needs and improving safety outcomes. Topics include: ensuring a thorough safety assessment; improving family engagement for better assessment of protective capacities; defining Safety Services and successfully implementing them.            Title IV-E Activities:            Risk and Safety assessments and development of case plan.</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1028: It's All Relative – Supporting Kinship Care</b>            This 1.5 hour webinar will discuss 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 through identified supervisory coaching. Special emphasis is on how to identify and assess adult relatives as preferred caretakers.            Title IV-E Activities:            Assessment; development of the case plan; family-centered case planning; permanency planning</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>In-Service Instruction</b>	<p><b>FSWEB1029: Visits Matter: Fostering Real Change to Improve Outcomes</b>            This webinar will focus 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.            Title IV-E Activities:            Assessment; development of the case plan; family-centered case planning; visitation plans; permanency planning</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1030: Supervision of Trauma Informed Practice</b>            This 1.5 hour 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 will be put on vicarious trauma and secondary trauma experienced by staff and cultivating resilience as a parallel process.</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1036: Domestic Violence Decision Tree Tool</b>            This recorded webinar is designed for local department of social services Child Protective Services staff and is intended to assist with decision-making when evaluating the validity of complaints or reports involving allegations of domestic violence. Webinar participants will learn how to use the Domestic Violence Decision Tree Tool as part of the intake process.</p>	.5 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1040: Promoting Safe and Stable Families (PSSF)</b>            This recorded webinar is designed for localities who participate in the Promoting Safe and Stable Families Program (PSSF). The webinar highlights the information found in the new PSSF Guidance which became effective March 1, 2020. By the end of the webinar, participants will gain an understanding about the Legislative History and Overview of PSSF; Service Programs; the application process; budget requirements; Memorandum of Agreement/Understanding; Budget Lines and Funding Streams; funding requests; transfer of funding; Ongoing Requirements; Mid-year review; case documentation and sub-recipient monitoring.</p>	.5 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1046: In-Home Services Kick Off Supervisor and Family Support Specialist</b>            This webinar launches the implementation of In-Home services for child welfare Supervisors and Family Services Specialists. In-Home services aligns existing CPS Ongoing, Prevention Practice and the Family First Prevention Services Act. This webinar provides a description of the new In-Home services, a review of Virginia's child welfare data, and the need to align practice to enhance our child welfare outcomes. LDSS Child Welfare Supervisors and Family Services Specialists are encouraged to review this webinar to gain foundational knowledge for the implementation of In-Home services.</p>	1.5 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>In-Service Instruction</b>	<b>FSWEB1047: Creating a Kin-First Culture – The Value of Kinship Care</b> This recorded webinar is Part One of a Three Part Series on “Creating a Kin-First Culture: Engaging Kin and Understanding Their Options”. VDSS Division of Family Services partnered with Casey Family Programs, Generations United and the American Bar Association Center on Children and the Law to create a series of workshops for LDSS staff and community partners that were held in December 2020. By the completion of this course, the participant will have knowledge of the topics to include definition of kin in Virginia, national and Virginia kinship data, the benefits of kinship care, the strength and challenges of kinship care, and federal, state and local resources on the value of kinship care. All of the related handouts for this workshop can be found on Fusion (link under Resources).	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<b>FSWEB1048: Creating a Kin-First Culture: How to Maintain Family Connections and Work with Kin</b> This recorded webinar is Part Two of a Three Part Series on “Creating a Kin-First Culture: Engaging Kin and Understanding Their Options”. VDSS Division of Family Services partnered with Casey Family Programs, Generations United and the American Bar Association Center on Children and the Law to create a series of workshops for LDSS staff and community partners that were held in December 2020. By the completion of this course, the participant will have knowledge of the topics to include the identification, engagement and notification of kin, creating the support network, working with kin, and federal, state and local resources to support kinship families. All of the related handouts for this workshop can be found on Fusion (link under Resources).	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<b>FSWEB1049: Creating a Kin-First Culture: Making Informed Choices: Kinship Placement and Permanency Options</b> This recorded webinar is Part Three of a Three Part Series on “Creating a Kin-First Culture: Engaging Kin and Understanding Their Options”. VDSS Division of Family Services partnered with Casey Family Programs, Generations United and the American Bar Association Center on Children and the Law to create a series of workshops for LDSS staff and community partners that were held in December 2020. By the completion of this course, the participant will have knowledge of the topics to include the legal framework with an overview of state and federal law, understanding and weighing Virginia Kinship Placement options, along with the financial implications of each option, such as DSS involvement, legal custody and kinship foster care. All of the related handouts for this workshop can be found on Fusion (link in Resources).	1 hour	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<b>FSWEB1053: In-Home: What Do You Need to Know?</b> Prerequisite: CWSE1006: Reasonable Candidacy In-Home is an alignment of CPS Ongoing and Prevention Services that prioritizes family preservation through meaningful partnerships with families and their support systems to ensure child safety, permanency, and well-being. In particular, In-Home structures all case practices around three child safety scenarios: a child living in his or her own home; a child living temporarily with a relative (kin); or a child living long-term with a relative (kin) with regular visitation with parents. This introductory webinar commences an instructional series that provides an overview of how In-Home services focuses on specific, integrated strategies directed towards teaming engagement efforts, collective, streamlined assessment decision-making, behavior-based safety goals, and needs-driven service provision.	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<b>FSWEB1054 In-Home: Collective Assessment and Planning</b> Prerequisites: CWSE1510: Structured Decision Making in Virginia; CWS5307: Assessing Safety, Risk, and Protective Capacities in Child Welfare; and Virginia Child and Adolescent Needs and Strengths (CANS) Assessment training and certification. In-Home prioritizes engaging families and their support systems to jointly identify safety and risk concerns while preserving family structure. This webinar details a collective assessment and planning framework used to elicit and analyze all the key information known about a child and family at any given time into domains of: risks, safety, strengths and needs. Specifically, a discussion is held around how to undertake a balanced and collective assessment approach in partnership with the family and their support system in critically thinking about what happened, is happening, and what needs to happen to enhance the child’s ongoing safety, permanency, and well-being prior to service plan development as it pertains to each of the three In-Home child safety scenarios.	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)

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<b>In-Service Instruction</b>	<p><b>FSWEB1055 In-Home: Assessment-Driven Service Delivery</b>  Prerequisite: CWS1071: Family-Centered Case Planning  In-Home prioritizes providing families with easily accessible, individualized services to reduce the reoccurrence of child maltreatment and out of home placement. This webinar details how to prioritize an array of needs-driven evidence-based, trauma informed services through a collaborative effort of assessing and planning with the family and their support systems in initially identifying and continually prioritizing and revising service delivery through the ongoing identification of achieved needs and/or newly identified needs as it pertains to the three In-Home child safety scenarios.</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1056 In-Home: Behavior-Based Safety Goal Attainment</b>  In-Home prioritizes increasing protective factors to reduce the risk of future harm or maltreatment so that children can live safely with their families or with relatives (kin) in the children’s own community. This webinar focuses upon specific, concrete strategies and actions used to effectively identify parental behavior changes and their impact upon the safety, permanency, and well-being of a child. Specifically, the webinar outlines ways to identify when an In-Home case is ready for closure based upon behavior based safety goal attainment, rather than mere service completion or compliance. Examples of best case practices are presented and structured around each of the three In-Home child safety scenarios.</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1057 In-Home: Engaging Relatives (Fictive Kin) for Assessment and Planning</b>  Relatives are the preferred resource for children when they cannot live safely with their parents because it maintains the children’s connections with their families in their own communities. This webinar details how to best support kinship caregivers in identifying needs, maintaining safety, and supporting biological parents when the child is not living in his or her own home. Examples of best case practices are presented and structured around each of the three In-Home child safety scenarios.</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>In-Service Instruction</b>	<p><b>FSWEB1058 In-Home: Engaging Fathers In Assessment and Planning</b>  In-Home prioritizes engaging families and their support systems to jointly identify safety and risk concerns; meaning, fathers are not exempt. This includes fathers who are living with their children, but would like to be more engaged with them, and fathers who are not living with their children full-time, or are incarcerated. This webinar details effective ways to engage fathers, addresses the implicit biases family services specialists may possess as a result of their own relationships with father figures, and most importantly, lists ways to immediately implement effective father engagement strategies. Examples of best case practices are presented and structured around each of the three In-Home child safety scenarios.</p>	1.5 hours	VDSS Division of Local Training and Development Online	Child Welfare workers and supervisors	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate (FFPSA 100% through 9/2021)
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>  <b>When a Child Leaves Your Family:</b>  This class focuses on helping families manage the grief and loss when a child leaves their home. Information covered includes:</p> <ul style="list-style-type: none"> <li>• Planned move or disruption? What’s the same? What’s different?</li> <li>• Ways to say goodbye</li> <li>• Managing grief in the family</li> <li>• Deciding when you want to foster again</li> </ul> <p><b>PRIDE Competencies:</b> Working as a Member of a Professional Team; Protecting and Nurturing Children; Supporting Relationships between Children and their Families</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Ways to Say “No” without Actually Saying “No” and Why You Want to Do That:</b> This class focuses on the behavioral trigger that can happen when a child who hasn’t had his needs met is told “no.” Information covered includes:</p> <ul style="list-style-type: none"> <li>• Considering our own experience with “yes” and “no”</li> <li>• Understanding why children with trauma histories may have a difficult time with “no”</li> <li>• Exploring a child’s typical reactions to “no” and strategies to support compliance</li> <li>• Practice giving contingent “yeses”</li> <li>• Discuss strategies for when you can’t say “yes”</li> </ul> <p><b>PRIDE Competencies:</b> Meeting Developmental Needs and Addressing Developmental Delays; Protecting and Nurturing Children; Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Taking a Vow of Yelibacy (Learning How Not to Yell at Our Children):</b> This class focuses on why parents tend to yell and shares strategies to help parents stop yelling. Information includes:</p> <ul style="list-style-type: none"> <li>• Explore why we tend to yell at our children</li> <li>• Share experiences and provide support</li> <li>• Learn about how yelling affects our children</li> <li>• Discuss strategies to help stop yelling</li> <li>• Determine what to do after we yell as we’re all still learning</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Developmental Needs and Addressing Developmental Delays</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Supporting LGBTQ Youth:</b> This class focuses on understanding SOGIE (Sexual Orientation, Gender Identity and Expression) This class will address:</p> <ul style="list-style-type: none"> <li>• Creating a Welcoming Home</li> <li>• Pronouns and Terminology</li> <li>• Myth Busting</li> <li>• School Bullying</li> <li>• Suicide Risk</li> <li>• HIV/AIDS</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Developmental Needs and Addressing Developmental Delays; Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Preparing for a Child to Join Your Family:</b> This class focuses on information to help the foster family prepare for a child to join their family. Information includes:</p> <ul style="list-style-type: none"> <li>• Emergency vs. Planned Placement</li> <li>• Paperwork and Organization</li> <li>• Ways to Welcome a Child</li> <li>• Items to Have on Hand</li> <li>• How to Introduce Household Rules</li> <li>• Why Children Should Do Chores</li> <li>• Establishing Family Meetings</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Developmental Needs and Addressing Developmental Delays; Connecting Children to Other Safe, Nurturing Relationships Intended to Last a Lifetime; Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Medication Management:</b> This class focuses on the family’s responsibilities when a child placed in their home takes prescribed or over the counter medication. Information included:</p> <ul style="list-style-type: none"> <li>• Helpful questions to ask the pharmacist</li> <li>• What to do when a child isn’t compliant with medications</li> <li>• How to advocate for the child</li> <li>• Documenting medication</li> <li>• Medication Errors</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children, Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Creating Routine and Rituals:</b> This class focuses on helping families created feel safe through establishing routine and rituals. Information includes:</p> <ul style="list-style-type: none"> <li>• Defining routine and ritual</li> <li>• Discussing why routine and rituals are important</li> <li>• Examining how and when routine and rituals can be incorporated into your home</li> <li>• Sharing of our own routine and rituals</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Developmental Needs and Addressing Developmental Delays</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Additional Services for Support:</b> This class focuses on services that may be available to families and children that can be helpful in supporting the child and family. Information includes:</p> <ul style="list-style-type: none"> <li>• Social worker monthly visit</li> <li>• Age-based monthly stipend</li> <li>• Virginia Enhanced Maintenance Assessment Tool (VEMAT)</li> <li>• Team Meetings (Team Decision Making, TDM or Family Partnership Meetings, FPM)</li> <li>• Court Appointed Special Advocate (CASA)</li> <li>• Guardian Ad Litem (GAL)</li> <li>• Finding and Using a Therapist/Counselor</li> <li>• Different Therapies Available (Cognitive Behavioral Therapy, CBT; Dialectical Behavioral Therapy, DBT; Eye Movement Desensitization and Reprocessing, EMDR; Play Therapy, Art Therapy, Equine Therapy, Occupational Therapy, Applied Behavioral Analysis, ABA)</li> <li>• Early Intervention Services</li> <li>• Intensive In-Home Services</li> <li>• School related supports (IEP, 504 Plan, Speech Therapy, Homebound attendance, Home Based attendance, Occupational/Physical Therapy, Alternative School, 1:1 Aide)</li> <li>• Accommodations and Modifications</li> <li>• Evaluations and Assessments</li> <li>• Family Assessment and Planning Team (FAPT)</li> <li>• Crisis Stabilization services</li> <li>• Respite</li> <li>• Foster Parent Support Groups</li> <li>• In-Service Training</li> <li>• Foster Parent Mentors</li> <li>• Developing your own support system of family, friends, etc.</li> </ul> <p><b>PRIDE Competencies:</b> Working as a Member of a Professional Team; Meeting Developmental Needs and Addressing Developmental Delays</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Mental Illness:</b> This class focuses on information regarding mental illness. Information includes:</p> <ul style="list-style-type: none"> <li>• Defining mental health and mental illness</li> <li>• Busting common mental health myths</li> <li>• Discussing common mental health diagnoses</li> <li>• Sharing how to help someone struggling with mental health challenges</li> <li>• How to engage in self-care for your own mental health</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>The Virginia Enhanced Maintenance Assessment Tool (VEMAT):</b> This class focuses on explaining the Virginia Enhanced Maintenance Assessment Tool. Information includes:</p> <ul style="list-style-type: none"> <li>• What the VEMAT is and its purpose</li> <li>• Learning how to document for a VEMAT meeting</li> <li>• Increasing understanding of how the child is rated for a potential VEMAT score</li> </ul> <p><b>PRIDE Competencies:</b> Working as a Member of a Professional Team; Meeting Developmental Needs and Addressing Developmental Delays</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>De-Escalation:</b> This class focuses on helping families learn to de-escalate situations to prevent crisis. Information includes:</p> <ul style="list-style-type: none"> <li>• Learning why children may escalate</li> <li>• Strategies to help de-escalate a child</li> <li>• Strategies to help a parent maintain their own emotional regulation in these situations</li> <li>• What to do when de-escalation isn't working</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Developmental Needs and Addressing Developmental Delays; Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>What You Need to Know:</b> This class focuses on helpful information for families who are fostering. Information includes:</p> <ul style="list-style-type: none"> <li>• Benefits available to children in care</li> <li>• Services that may be available for families</li> <li>• (WIC, free school lunches, Medicaid, Medicaid transportation, Dental Care, Pharmacy information, Mileage Reimbursement, Early and Periodic Screening, Diagnosis, and Treatment (EPSDT), Early Intervention, Head Start, Vision Care, Family Planning Services, Durable Medical Equipment and Supplies (DME), Schedule for regular medical checkups, Medication reminders, Household tips, Diaper Banks)</li> <li>• Information to support teamwork (Managing communication, Court and Agency Meetings, Making a Crisis Plan, Organization, Family Medical Leave Act, Income Taxes, Confidentiality, Cell Phones, Electronics and Social Media, Kin First Culture, Ongoing Education, Transportation as the Foster Parent's Responsibility, DSS as the legal guardian)</li> </ul> <p><b>PRIDE Competencies:</b> Working as a Member of a Professional Team; Meeting Developmental Need and Addressing Developmental Delays</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Working with Schools:</b> This class focuses on helping families establish good working relationships with their children’s schools and touches on Special Education Services and behavioral interventions. Information includes:</p> <ul style="list-style-type: none"> <li>• Promoting academic success: tips and strategies</li> <li>• Working with the teacher to manage behavioral challenges</li> <li>• Knowing who to reach out to for specific problems</li> <li>• Individualized Educational Plans and 504 Plans- what’s best for my child?</li> <li>• Teamwork (Communication, Healthy conflict resolution)</li> </ul> <p><b>PRIDE Competencies:</b> Meeting Developmental Needs and Addressing Developmental Delays; Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Supporting Birth Children as You Foster:</b> This class focuses on how families can prepare and support their biological children as the family provides foster care. Information includes:</p> <ul style="list-style-type: none"> <li>• Making the decision to Foster</li> <li>• Preparing children for behavioral challenges</li> <li>• Explaining fair and equal</li> <li>• Explaining good touch/bad touch and keeping surprises but not secrets</li> <li>• Planning to spend time with children individually</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Developmental Needs and Addressing Developmental Needs</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Behavior Management: Running Away:</b> This class focuses on providing strategies for families who have children who run away or break curfew. Information includes:</p> <ul style="list-style-type: none"> <li>• Understanding why children may run away</li> <li>• Having a plan for runaway or missing curfew (how to contact parent, other safe places to go, agreement to wait to discuss incident until everyone is calm, agreed upon consequences)</li> <li>• Reporting a child missing (when to call the police and DSS, what information you should give police)</li> <li>• Welcoming a child home after running away or breaking curfew</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Developmental Needs and Addressing Developmental Delays; Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Talking with Youth about Safe Sex and Sexually Transmitted Diseases:</b> This class focuses on helping parents to talk about sex, safe sex, and sexually transmitted diseases. Information includes:</p> <ul style="list-style-type: none"> <li>• Getting comfortable with talking about sex, strategies to help</li> <li>• Discussing healthy relationships</li> <li>• Discussing abstinence (but realizing a child may have different values)</li> <li>• Discussing consent for males and females</li> <li>• Birth control</li> <li>• What to cover when talking about safe sex</li> <li>• Common sexually transmitted diseases (what they are, how you get them, symptoms and how they are treated)</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children, Meeting Developmental Needs and Addressing Developmental Delays; Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b><i>Building Strong Sibling Relationships when Children are Placed Separately:</i></b> This class focuses on helping families support and encourage sibling relationships. Information includes:</p> <ul style="list-style-type: none"> <li>• Why are sibling relationships important?</li> <li>• How can foster parents support sibling relationships</li> <li>• Sibling rivalry- what's healthy, what's not</li> <li>• Teamwork</li> </ul> <p><b>PRIDE Competencies:</b> Connecting Children to Other Safe, Nurturing Relationships Intended to Last a Lifetime; Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b><i>Special Education:</i></b> This class focuses on tips to navigate the Special Education System and understanding IEPs and 504 Plans. Information includes:</p> <ul style="list-style-type: none"> <li>• Starting the process (Child Study, Timelines, Evaluations and Assessments)</li> <li>• Determining Eligibility</li> <li>• Individualized Educational Plans and 504 Plans</li> <li>• Determining Accommodations and Modifications</li> <li>• Teamwork</li> </ul> <p><b>PRIDE Competencies:</b> Meeting Developmental Needs and Addressing Developmental Delays; Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b><i>Maintaining Relationships with Birth Family after Adoption:</i></b> This class focuses on ways to maintain a relationship with the birth family after adoption is finalized. Information includes:</p> <ul style="list-style-type: none"> <li>• Pros and Cons of the Post Adoption Contact Agreement</li> <li>• When to limit contact when a birth parent is not safe or stable</li> <li>• Following your child's lead regarding contact with their birth parent</li> <li>• Managing family differences in morals and values</li> </ul> <p><b>PRIDE Competencies:</b> Supporting Relationships Between Children and Their Families, Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b><i>Building Your Child Welfare Team:</i></b> This training focuses on members of the Child Welfare team and how to utilize each other's strengths and knowledge. Information includes:</p> <ul style="list-style-type: none"> <li>• Possible team members and their role on the team <ul style="list-style-type: none"> <li>Department of Social Services</li> <li>Court/Judge</li> <li>Court Appointed Special Advocate</li> <li>Case Worker</li> <li>Adoption Worker</li> <li>Resource Parent Worker</li> <li>Guardian Ad Litem</li> <li>Family Assessment and Planning Team (FAPT)</li> <li>Community Service Board (CSB)</li> <li>School Personnel</li> <li>Medical Personnel</li> <li>Probation Officer</li> <li>Counselors, Therapists, Psychiatrists</li> </ul> </li> <li>• Scenarios where a situation is presented, and the class has to determine which team member has the strengths to help create solutions</li> </ul> <p><b>PRIDE Competencies:</b> Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Behavior Management: Creating and Enforcing Appropriate Household Rules:</b> This class focuses on helping families create and enforce household rules. Information includes:</p> <ul style="list-style-type: none"> <li>• Determining what rules are important in your home</li> <li>• Using family meetings to discuss rules and consequences</li> <li>• Knowing what you can, and can't enforce</li> <li>• Consequences (natural, logical, connecting the misbehavior to the consequence)</li> <li>• How connection can help children behave better</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children, Meeting Developmental Needs and Addressing Developmental Delays</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFTT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Teens and Technology:</b> This class focuses on helping parents monitor and limit technology to keep children safe. Information includes:</p> <ul style="list-style-type: none"> <li>• Determining your household rules on technology (TV, video games, cell phones, Internet)</li> <li>• Discussing how to keep children safe including setting limits on screen time</li> <li>• Ways to monitor technology</li> <li>• Ways to limit technological use</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children, Meeting Developmental Needs and Addressing Developmental Delays</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFTT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>False Allegations:</b> This training focuses on sharing information regarding false allegations and the investigation process. Information includes:</p> <ul style="list-style-type: none"> <li>• What typically happens when a child alleges? (Is the child removed from my home? What about my birth child?)</li> <li>• What does the investigation process look like? (Am I interviewed? Are charges pressed?)</li> <li>• What happens if the allegation is substantiated?</li> <li>• What happens if the allegation is unsubstantiated?</li> <li>• How do I rebuild trust with the agency after an unsubstantiated allegation?</li> </ul> <p><b>PRIDE Competencies:</b> Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFTT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Reunification: How to say goodbye to a child you've come to love:</b> This training focuses on the grief and loss a family experiences when a child is reunified or adopted by another family. Information includes:</p> <ul style="list-style-type: none"> <li>• What if you don't agree with the reunification plan?</li> <li>• How do you manage your own emotions when you wish a child could stay?</li> <li>• What can you expect from the grieving process?</li> <li>• How do you heal from the loss of a child?</li> <li>• How do you appropriately maintain contact after a child leaves?</li> </ul> <p><b>PRIDE Competencies:</b> Working as a Member of a Professional Team; Connecting Children to Other Safe, Nurturing Relationships Intended to Last a Lifetime</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFTT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Supporting Reunification through visitation</b>            Training Addresses:</p> <ul style="list-style-type: none"> <li>• Resource parents to better understand the purpose of visitations and how it aids support toward reunification.</li> <li>• Responsibilities of the custodial agency and foster parents before, during, and after the scheduled visitation.</li> <li>• The three phases of the visitation during the time the youth is in foster care and how to prepare.</li> <li>• The three types of visitations in efforts to move forward with reunification.</li> </ul> <p><b>Competencies:</b> Visitation is an opportunity not only for parenting, but to improve the relationship between the foster family and birth family. As noted in the five core competencies, “supporting relationships between children and their families”, is crucial and the best option when working towards reunification. Resource parents will understand that youth want to be with their birth families and further recognize it by working as a team, they can help to achieve the goal of reunification. Resources parents will gain a deep knowledge of how important the family units are and that youth should be with their families if possible and not to prioritize adoption over reunification. This training will also provide tips for the resource parents to use when they struggle with supporting reunification efforts.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Cultural Issues in Foster Care</b>            Training Addresses:</p> <ul style="list-style-type: none"> <li>• Reasons as to why cultural and racial differences has become increasingly more important:               <ol style="list-style-type: none"> <li>a. The growth of minority populations in our country (Muslim, Hispanic, Asian, etc.) (refugees)</li> <li>b. The increase of transracial children coming into care.</li> </ol> </li> <li>• Define culture and cultural activities</li> <li>• Differentiate culture from race and ethnicity</li> <li>• Discuss prejudices and stereotyping</li> <li>• Discuss building children’s self –esteem by honoring cultural practices, values and norms.</li> <li>• Tips for honoring and promoting cultural &amp; racial identity.</li> </ul> <p><b>Competencies:</b> Resource parents sometimes have an additional challenge: which is Bridging the “Cultural” and “Racial” barriers that might exist due to their background and race being different than the youth’s placed in your care. For children to feel confident and secure about “who” they are, they need to have their identity supported and nurtured as noted in the five core competencies, “meeting children developmental needs such as physical growth, social/emotional, cognitive or academic support, cultural identity, gender identity, discipline, and health care.” Resource parents will learn skills in cultural competency in efforts to improve their ability to control or change false beliefs, assumptions, and stereotypes; to think flexibly; to find sources of information about those who are different; and to recognize that their own thinking is not the only way. Having an open mind and heart and the willingness to accept the views of others to better serve others.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Positive Behavior Part 1</b>            Training Addresses:</p> <ul style="list-style-type: none"> <li>• Define the term discipline and punishment and the etymology.</li> <li>• Provide 8 operative goals of effective discipline</li> <li>• Negative effects of physical punishment</li> <li>• The connection between self-esteem and positive behavior</li> </ul> <p><b>Competencies:</b> The purpose of this training is to provide an understanding of the importance of discipline in meeting developmental needs, as noted in five core competencies, “meeting children developmental needs such as physical growth, social/emotional, cognitive or academic support, cultural identity, gender identity, discipline, and health care.” Resource parents will be provided with some concrete techniques and skills that can be used to effectively manage behavior. The process of instilling discipline in children is a challenging task for any parent. But children in foster care may have experienced a variety of ways adults attempted to facilitate responsible behavior- they may have experienced no discipline at all, harsh punishment, several caregivers with a variety of approaches, or simply discipline that was different from other family’s methods on disciplines.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Positive Behavior Part 2</b> Training Addresses:</p> <ul style="list-style-type: none"> <li>Promoting self-control</li> <li>Establishing and conveying expectations</li> <li>Developmental Grieving</li> <li>Natural and logical consequences</li> </ul> <p><b>Competencies:</b> The purpose of this training is to provide an understanding of the importance of discipline in meeting developmental needs, as noted in five core competencies, “meeting children developmental needs such as physical growth, social/emotional, cognitive or academic support, cultural identity, gender identity, discipline, and health care.” The process of instilling discipline in children is a challenging task for any parent. But children in foster care may have experienced a variety of ways adults attempted to facilitate responsible behavior- they may have experienced no discipline at all, harsh punishment, several caregivers with a variety of approaches, or simply discipline that was different from how your family disciplines. All of this is compounded by the fact that children often respond to separation and loss by exhibiting difficult behavior. Resource parents are parenting children born to someone else, and other members of the team (social workers, teachers, parents) may have strong ideas about how the youth should be disciplined. All of this may be very confusing to resource parents, especially knowing what to realistically expect of the child, and how to best meet the child’s needs.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Kin-First Culture in Virginia</b> Training Addresses: Virginia is implementing a “kin-first culture” throughout Social Services – learn more about who/when/why, with time to talk about what it means for kids, their parents, extended families, foster caregivers, and adoptions from foster care. <b>Competencies:</b> Trauma-informed parenting and appropriate parenting strategies, including:</p> <ul style="list-style-type: none"> <li>Permanency planning including using kinship care as a resource for children involved with the child welfare system;</li> <li>Effects of separation, grief and loss on child development, and visitation; the impact of multiple placements;</li> <li>Communication skills required to work with children and families; including the importance of being non-judgmental in caring for children, working with their families, and collaborating with other members of the team; and</li> <li>Activities designed to preserve, strengthen, and reunify the family – notably, respecting children's connections to their birth families, previous foster families and/or adoptive families.</li> </ul>	<b>3 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Trauma-Informed Parenting</b> Training Addresses: Understanding child trauma, child traumatic stress, and trauma-responsive parenting in a way that addresses the experiences of abuse, neglect, loss, and instability children have experienced. Topics Covered or Competencies: Trauma-informed parenting and appropriate parenting strategies, including:</p> <ul style="list-style-type: none"> <li>Child abuse and neglect issues such as the impact of child abuse and neglect on a child; factors that contribute to, and the effects of neglect, emotional maltreatment, physical and sexual abuse;</li> <li>General substance abuse, domestic violence, and mental health issues related to children and families in the child welfare system; relatedly, the trauma that may cause developmental delays and affect attachment;</li> <li>Types of loss, responses to loss, and the factors that influence the experience of separation, loss, and placement; the impact of multiple placements on a child's development; and</li> <li>Communication skills required to work with children and families.</li> </ul>	<b>3 hours, expandable to 5 hours with activities and discussion</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Trauma-Informed Discipline (Pre-requisite: Trauma-Informed Parenting)</b> Training Addresses: Providing guidance, discipline, and appropriate penalties that are trauma-informed and responsive to both the child’s outward behavior and underlying causes &amp; ongoing issues. Topics Covered or Competencies: Trauma-informed parenting and appropriate behavior modification, including:</p> <ul style="list-style-type: none"> <li>Child abuse and neglect issues such as the impact of child abuse and neglect on a child; factors that contribute to, and the effects of neglect, emotional maltreatment, physical and sexual abuse;</li> <li>General substance abuse, domestic violence, and mental health issues related to children and families in the child welfare system; relatedly, the trauma that may cause developmental delays and affect attachment;</li> <li>Effects of separation, grief and loss on child development; and</li> <li>Developmentally appropriate, effective and non-physical disciplinary techniques.</li> </ul>	<b>3 hours, expandable to 5 hours with activities and discussion</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>An In-Depth Look at Childhood Grief &amp; Loss</b> Based on current research, this training seeks to reinforce knowledge and practices in supporting childhood grief through:</p> <ul style="list-style-type: none"> <li>• Defining terms associated with trauma, grief, and loss</li> <li>• Symptoms</li> <li>• Short and long-term effects</li> <li>• Comorbidities</li> </ul> <p>Intervention methodologies</p>	<b>3 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Trauma &amp; Stress Related Disorders: A Focus on Attachment Disorders</b> Based on current research, this training seeks to inform resource parents about the trauma and stress related disorders of Reactive Attachment Disorder and Disinhibited Social Engagement Disorder. Topics include:</p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Etiology</li> <li>• Prevalence</li> <li>• Diagnostic information</li> <li>• Challenges</li> </ul> <p>Treatments/Interventions</p>	<b>3 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Effective Validation</b> This class explores how we can help our children feel seen and heard by using validation. Information Includes:</p> <ul style="list-style-type: none"> <li>• Define Emotional Invalidation</li> <li>• Define Emotional Validation</li> <li>• Define what Emotional Validation is Not</li> <li>• Share Why Emotional Validation is Important</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children, Meeting Developmental Needs and Supporting Developmental Delays</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Managing Your Own Triggers While Fostering</b> This class helps parents to look at their own triggers and learn strategies to manage them so they can have a healthy, connected relationship with the children in their care. Information includes:</p> <ul style="list-style-type: none"> <li>• What is a trigger?</li> <li>• Why is something a trigger?</li> <li>• Why are my triggers problematic as a foster parent?</li> <li>• How do I recognize my triggers?</li> <li>• How do I manage my triggers?</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children, Meeting Developmental Needs and Supporting Developmental Delays, Working as a Member of a Professional Team</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>So You're an Approved Resource Parent, Now What?</b> This class picks up where pre-service training ends and covers information for new families. Information covered includes:</p> <ul style="list-style-type: none"> <li>• Preparing for a Child to Join Your Family</li> <li>• Child Welfare System Expectations</li> <li>• Behaviors in Children Who Have Experienced Trauma</li> <li>• Working with Birth Parents</li> </ul> <p><b>PRIDE Competencies:</b> Working as a Member of a Professional Team; Meeting Developmental Needs and Supporting Developmental Delays, Supporting Relationships between Children and their Families</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Effective Communication (NTDC Module)</b>            This class established by the National Training and Development Curriculum (NTDC) for Foster and Adoptive parents focuses on communicating effectively with children, reminding parents that this is a key skill for any parent. A variety of tools is provided to make communications more effective, particularly during sensitive conversations with the foster and or adoptive child/youth. It focuses on communicating in a way that is empathetic, empowering, and age-appropriate.  <b>Pride Competencies:</b> Protecting and Nurturing Children.</p>	<b>1.5 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Preparing For And Managing Intrusive Questions (NTDC Module)</b>            This class established by the National Training and Development Curriculum (NTDC) for Foster and Adoptive parents focuses on resource parents and the child they are fostering/adopting encountering intrusive questions from family, friends, and strangers. It is important to plan how resource parents will manage these questions while putting the child’s interests first and maintaining the child’s privacy. The class also brings acknowledgment to the use of labels are referred to children, and these labels are often hurtful. We will discuss ways to avoid labels and use strength-based descriptions instead. The class will discuss ways to welcome children into the resource home and community and review some scenarios so the resource parents can think about ways to manage intrusive questions.  <b>Pride Competencies:</b> Protecting and Nurturing Children and Working as Member of a Professional Team.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Foster Care A Means to Support Families (NTDC Module)</b>            This class established by the National Training and Development Curriculum (NTDC) for Foster and Adoptive parents focuses on the responsibilities as a resource parent who is fostering to maintain connections with the child’s family and, in particular, their parents. This will facilitate the eventual reunification- which is the primary goal of foster care-and also helps the child stay connected with their culture and identity. This class focuses on building empathy for the child’s parents and learning ways to connect with and support them. Even if returning home is not possible, the respect and care the parent who is fostering shows the parent reflects on the child as well, assuring them that they are valued. Parents who are fostering and the child’s parents should work together on behalf of the child’s well-being (co-parenting). The type and frequency of contact is generally a decision that will be made by the child welfare system. There may be times that the child welfare system decides it is not in the best interest of the child to have frequent or in person contact. However, in most cases, contact will be allowed and encouraged. Parents who foster are part of a team that will make decisions regarding the child’s plan for reunification.  <b>Pride Competencies:</b> Protecting and Nurturing Children, Supporting Relationships Between Children and Their Families, Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime (Permanency)and Working as Member of a Professional Team.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Cultural Humility (NTDC Module)</b>            This class established by the National Training and Development Curriculum (NTDC) for Foster and Adoptive parents focuses on acknowledging that all children have certain core needs in common when they come to your home. They need to feel safe and valued, and to feel a sense of belonging. Even when their basic needs are met, children may continue to feel a lack of belonging. Children need to feel supported in staying connected with people, places, and things that they care about, while also helping them to adjust to what is currently happening in their lives. They may need our help in talking about and making sense of it all. Children may feel overwhelmed in their new environments even when they are safe. They will need the support of caring adults to sort out confusing emotions connected with loss, divided loyalties, and guilt. Parents need to talk openly with children about these confusing feelings, and parents may need to strengthen skills in knowing how to help a child who feels they do not belong, begin to feel like they do belong. The children you parent may come from a different background or culture than yours. This will require parents who foster or adopt to be extra mindful of when the child needs support. For example, their peers may see them as different, exclude, or bully them because of things like appearance, race/ethnicity, “foster child” status, sexual orientation, or because they had a first language other than English.  <b>Pride Competencies:</b> Protecting and Nurturing Children, Meeting children Developmental Needs and Addressing Developmental Delays, Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime (Permanency) and Working as Member of a Professional Team.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

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<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>PARENTING IN RACIALLY AND CULTURALLY DIVERSE FAMILIES (NTDC Module)</b>            This class was established by the National Training and Development Curriculum (NTDC) for Foster and Adoptive parents focuses on the awareness that nearly half of all children who are adopted are placed with families whose cultures or races are different than their own. That means that for many resource parents who foster or adopt, will be parenting a child of a different race or culture than their own. The majority of children being raised in racially and culturally diverse families are children of color being raised by white parents. Race and culture are not always comfortable for people to discuss. Resource parents may already be feeling uncomfortable now and that is ok! But these realities are why this training is warranted. This class will also bring attention to resource parents to assess their commitment to fostering a child/youth that is racially and culturally different from the resource family. It may or may not be the right choice for everyone, and it is wise to know about your family. The class will further acknowledge that parenting in racially and culturally diverse families will require more than love. The class will provide specific skills that parents will need to best meet children's needs in racially and culturally diverse families. For example, research tells us that children in racially and culturally diverse families can later have difficulty defining their own cultural and racial identities, so they will need extra support from their parents to do this. Another example might be teaching children what to do when people make obvious or not so obvious insensitive or racist remarks. Knowing how to respond to this is not a natural skill, it needs to be learned.</p> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children, Meeting children Developmental Needs and Addressing Developmental Delays, and Working as Member of a Professional Team.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Understanding Birth Parent Addiction</b>            In this session, participants learn more about the intersection between substance abuse/addiction and child welfare, including a greater understanding of what birth parents may experience during recovery and how to support kids' connections with them. The relationship between trauma and addiction is explored, challenging resource parents to expand their understanding and empathy for the kids they foster as well as their parents – not just for the good of parents, but for the long-term benefits to children and youth as well.</p> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Supporting Relationships Between Children and Their Families; Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime (Permanency); and Working as Member of a Professional Team.</p>	<b>3 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Working with Birth Families</b>            Bridging the gap between birth and resource families is one of the most important tasks of the child welfare team, but can sometimes be one of the most challenging. In this session, we explore both the facts and the fiction behind working with parents while their kids are in foster care, why doing so is for the good of the child as much as the parent, and everyone benefits in the long run when children and youth feel supported by both sets of parents.</p> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children's Developmental Needs and Addressing Developmental Delays; Supporting Relationships Between Children and Their Families; Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime (Permanency); and Working as Member of a Professional Team.</p>	<b>2.5 – 3 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Bonding Isn't Just for Babies: Meeting the Attachment Needs of Teens</b>            We often think of bonding as something we do with little ones, but adolescence is also a critical time for meeting attachment needs in youth who have experienced trauma. In this session we explore why the nature of adolescent development brings challenges for youth who have trauma in their pasts, and how that is more complicated when mixed with the identity challenges we know that adoptees face. Learning more about the brain's pruning process, the impact of early trauma, and the polyvagal response in this session enables parents to see past challenging behaviors and miscues from kids and hang in there for the long-term work of providing permanence!</p> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children's Developmental Needs and Addressing Developmental Delays; Supporting Relationships Between Children and Their Families; Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime (Permanency); and Working as Member of a Professional Team.</p>	<b>3 hours, expandible to 5 with additional scenarios and discussion</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Trauma-Related Behaviors (NTDC module)</b>            This module, developed as part of the <i>National Training and Development Curriculum (NTDC)</i> for resource families, provides participants with information about how trauma is expressed through children’s behaviors, ways in which parents can respond appropriately to promote healing, which traditional punishments to avoid, and how to support kids over time as they continue to heal.  <b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children’s Developmental Needs and Addressing Developmental Delays; Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime (Permanency).</p>	<b>2.5 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Trauma-Informed Parenting (NTDC module)</b>            This module, developed as part of the <i>National Training and Development Curriculum (NTDC)</i> for resource families, provides participants with information about the impact of trauma on children, elements of trauma-responsive parenting, and ways to adjust expectations in light of children’s experiences.  <b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children’s Developmental Needs and Addressing Developmental Delays; Working as a Member of a Professional Team.</p>	<b>2.5 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Parenting a Child with a History of Sexual Trauma (NTDC Module)</b>            This module identifies the indicators of sexual abuse and the impact of interrupted sexual development, highlighting the unique challenges associated with parenting a child who has been sexually abused. The potential risk factors for children who have experienced sexual trauma include re-victimization, sexual trafficking, and re-enactment behaviors. Effective parenting strategies that can help keep children safe and help them heal from sexual trauma are highlighted.  <b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children’s Developmental Needs and Addressing Developmental Delays; Working as a Member of a Professional Team.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Attachment (NTDC Module)</b>            This module helps resource families understand the importance of attachment in parenting both for the children and parents who are fostering or adopting. It covers the impact of disrupted attachments and lack of attachments on children’s ability to attach and identifies strategies to develop healthy attachment bonds. This module covers developing trust and developing a child’s sense of connectedness and belonging. How to be attuned to children, recognizing and honoring children’s primary attachment to their families.  <b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children’s Developmental Needs and Addressing Developmental Delays; Supporting Children’s Relationships with Their Families.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Creating a Stable, Nurturing and Safe Home Environment (NTDC Module)</b>            This module helps participants become aware of strategies to make children impacted by trauma and loss feel psychologically and physically safe and covers how to set up a home to be safe for all household members. This module covers how the sense of safety ties to behaviors, how to set boundaries, and how to consistently and predictably using routines and rituals.  <b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children’s Developmental Needs and Addressing Developmental Delays; Connecting children to safe relationships, nurturing and intended to last a lifetime.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Maintaining Children’s Connections (NTDC Module)</b>            This module helps resource families understand the importance of integrating and maintaining ongoing communication and connection between siblings, including understanding sibling dynamics and the importance of siblings bonds. Tips for how to navigate and support visits with siblings are shared. This module helps resource families recognize the importance of maintaining connections with extended family members and the community at large and identifies strategies to keep children connected to their community and the resource parent’s role in fostering these connections.</p> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children’s Developmental Needs and Addressing Developmental Delays; Supporting Children’s relationships with their Families; Connecting children to safe relationships, nurturing and intended to last a lifetime.</p>	<b>2 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Botvin Life Skills Training Parent Program: A Guide for Raising Drug-Free Youth</b>            An interactive, skills-based program designed to help parents promote positive health and personal development in their children. This program gives parents appropriate and collaborative tools to use with their children to reinforce competency in the skills that have been found to reduce and prevent substance use and violence</p>	<b>10 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/ Kinship Parent In-Service Training</b>	<p><b>Working as a Member of a Professional Team (PRIDE Module 6)</b>  <b>Part One: Profession Teamwork in Child Welfare</b>            This training addresses the roles of each member of the child welfare team and essential principles for effective decision making. The training addresses development of your professional role as a resource parent and potential challenges.</p> <p><b>Part Two: Conflict Resolution</b>            This training addresses the nature of conflict, potential conflict styles of the team, and the steps to effective collaboration within the child welfare team.</p> <p><b>PRIDE Competencies:</b> Supporting Children’s relationships with their Families; Connecting children to safe relationships, nurturing and intended to last a lifetime, and Working as a Member of a Professional Team.</p>	<b>6 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
<b>Foster/ Adoptive/Kinship Parent In-Service Training</b>	<p><b>Youth Welfare Approach</b>  <i>The concept of Youth Welfare describes the philosophical shift in culture and climate to effectively meet the needs of youth in foster care.</i></p> <ul style="list-style-type: none"> <li>- The Youth Welfare Approach recognizes the importance of and relies heavily on relationships, engagement, and youth voice.</li> <li>- It means authentically partnering with our young people and their team to promote normalcy, permanency, permanent connections, and positive life outcomes.</li> <li>- It is the understanding that providing independent living services and preparing for adulthood are not separate and different from permanency planning but, in fact, should complement each other.</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children’s Developmental Needs and Addressing Developmental Delays; Supporting Children’s relationships with their Families; Connecting children to safe relationships, nurturing and intended to last a lifetime.</p>	<b>3 hours</b>	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Title IV-E Training at 75% FFP after applying Title IV-E penetration rate
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>EveryDay Strong with Shari Wiltshire, MSW</b>            EveryDay Strong ensures that bio, foster and kinship parents create a Positive Childhood Experience for youth in their care.</p> <p>This simple framework focuses on safety, connection and confidence to encourage youth resilience and affirm boundaries, respect and adult authority.</p> <p>This EveryDay Strong training is provided through the United Way of the Virginia Peninsula.</p> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children’s Developmental Needs and Addressing Developmental Delays; Connecting children to safe, nurturing relationships, and intended to last a lifetime.</p>	2 hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) with Guest Speaker Shari Wiltshire, MSW Zoom	Resource parents (kinship, foster, respite, and adoptive families)	Foster/Adoptive / Kinship Parent In-Service Training

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>Setting Healthy Boundaries with Birth Parents</b>            This training helps Foster/Adoptive and Kinship Parents understand the difference between healthy and unhealthy boundaries, learn how to set and enforce healthy boundaries and understand that a boundary is about what you need, not a change you are trying to create in another person.  <b>PRIDE Competencies:</b> Supporting Children’s relationships with their Families; Connecting children to safe, nurturing relationships intended to last a lifetime, and Working as a Member of a Professional Team.</p>	2 hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) Zoom	Resource parents (kinship, foster, respite, and adoptive families)	Foster/Adoptive / Kinship Parent In-Service Training
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>Introduction to Trauma and Trauma Informed Care with Amanda Lynch, B. A., M.A. with Greater Richmond SCAN</b>            This training provides foundational learning around the topics of trauma and trauma-informed care. We will define trauma, discuss the many types of trauma/adversity, explore the impact of trauma on the brain and behavior, introduce resilience, and discuss SAMHSA’s 4 Rs of trauma-informed care. This program is approved by the National Association of Social Workers.  <b>PRIDE Competencies:</b> Protecting and Nurturing Children, Meeting Developmental Needs and Addressing Developmental Delays.</p>	2 hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) with Guest Speaker Amanda Lynch, B.A., M.A. Zoom	Resource parents (kinship, foster, respite, and adoptive families)	Foster/Adoptive / Kinship Parent In-Service Training
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>The Fostering Futures Program with Monica Cabell, Youth Services Program Specialist with the Virginia Department of Social Services</b>            The Fostering Futures program is a voluntary program that provides financial and social support to young adults in foster care, aged 18 to 21, enabling local departments of social services to offer additional services to help them successfully transition into adulthood. This training helps Foster/Adoptive/Kinship parents understand the eligibility requirements and benefits of this program. Transition plans, the Chafee Program, Educational Training Vouchers (ETV) and the Drive to Thrive Program are also discussed.  <b>PRIDE Competencies:</b> Meeting Developmental Needs and Addressing Developmental Delays, Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime, Working as a Member of a Professional Team.</p>	2 hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) with Monica Cabell, Youth Services Program Specialist with the Virginia Department of Social Services Zoom	Resource parents (kinship, foster, respite, and adoptive families)	Foster/Adoptive / Kinship Parent In-Service Training
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>Trauma Informed Strategies with Amanda Lynch, B.A., M.A from Greater Richmond SCAN</b>            This training introduces the 6 Principles of a Trauma-Informed Approach. Using these principles, participants will learn strategies for creating physical &amp; psychological safety, developing collaborative &amp; supportive relationships, empowering others through voice &amp; choice, and addressing systems of oppression. This program is approved by the National Association of Social Workers.  <b>PRIDE Competencies:</b> Protecting and Nurturing Children, Meeting Developmental Needs and Addressing Developmental Delays</p>	2 hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) with Guest Speaker Amanda Lynch, B.A., M.A. Zoom	Resource parents (kinship, foster, respite, and adoptive families)	Foster/Adoptive / Kinship Parent In-Service Training

Training Activity	Course	Duration	Provider/Venue	Audience	Cost Allocation
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>No Drama Discipline AND The Power of Showing Up: Dr. Daniel Siegel</b></p> <ul style="list-style-type: none"> <li>Strategies that help identify your own discipline philosophy- and master the best methods to communicate the lessons you are trying to impact</li> <li>Facts on brain development</li> <li>The way to calmly and lovingly connect with a child</li> <li>Set clear and consistent limits</li> <li>Workbook activities to practice new skills</li> <li>What showing up looks like- the Four S's</li> <li>Safe, Seen, Soothed, and Secure</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children's Developmental Needs and Addressing Developmental Delays; Supporting Children's relationships with their Families; Connecting children to safe relationships, nurturing and intended to last a lifetime, and Working as a Member of a Professional Team</p>	6-8 hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	Agency Specific
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>Healing Secondary Trauma-</b> Proven Strategies for Caregivers and Professions to Manage Stress, Anxiety, and Compassion Fatigue</p> <p>Understanding secondary trauma and how it impacts your mental and physical health, as well as relationships and utilizing proven strategies to create a self-care plan.</p> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Children's Developmental Needs and Addressing Developmental Delays; Working as a Member of a Professional Team</p>	2-3 hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)	Resource parents (kinship, foster, respite, and adoptive families)	Agency Specific
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>There's No "I" in Team ... But What about "ME"?</b></p> <p>See above for Working as a Member of a Professional Team (PRIDE Module 6), with the addition of self-care for resource parents.</p> <p><b>PRIDE Competencies:</b> Supporting Relationships Between Children and Their Families; Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime (Permanency); and Working as Member of a Professional Team</p>	2 Hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators) Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>Trauma-Informed Parenting: Complex Trauma (CPTSD)</b></p> <p>This session helps families understand complex trauma (CPTSD), including:</p> <ul style="list-style-type: none"> <li>The symptoms of "regular" PTSD</li> <li>The additional challenges of complex trauma (diagnoses, triggers, and pattern behaviors)</li> <li>The types of activities that are likely to trigger C-PTSD trauma responses</li> <li>Strategies to help a parent maintain their own emotional regulation in trauma-filled moments</li> </ul> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Developmental Needs and Addressing Developmental Delays; Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime; and Working as a Member of a Professional Team</p>	3 – 5 hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	
Foster/Adoptive / Kinship Parent In-Service Training	<p><b>The Disheartened Heart: Foster Parent Grief and Loss</b> This training discusses the many types of loss experienced by families who foster, from post-reunification sadness to grieving alongside the birth family when reunification cannot happen. The unique role a foster parent plays on the child welfare team complicates their grief and loss experiences; in this session we discuss strategies for helping families through difficult transitions, broken hearts, and life in limbo.</p> <p><b>PRIDE Competencies:</b> Protecting and Nurturing Children; Meeting Developmental Needs and Addressing Developmental Delays; Supporting Relationships Between Children and Their Families; Connecting Children to Safe, Nurturing Relationships Intended to Last a Lifetime (Permanency); and Working as Member of a Professional Team</p>	3 – 5 hours	Community Resource, Adoption and Foster Family Training (CRAFFT – Regional Coordinators)  Zoom or In-Person	Resource parents (kinship, foster, respite, and adoptive families)	