

Virginia Child Welfare Staff and Provider Training Plan

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Child welfare training for local department staff that originates from VDSS is developed entirely within the Division of Family Services (DFS), initiated at local departments of social services (LDSS), or through the Division of Local Training and Development (LTD). The required competency-based statewide child welfare training system is delivered by a team of four instructor-led DFS curriculum developers and five eLearning developers. LTD is comprised of a Division Director, seventeen part-time trainers, one training delivery manager, one curriculum development supervisor, one eLearning development supervisor, one systems data and support supervisor, six administrative support/LMS registrar staff, and one associate director. Additionally, LTD has a new Leadership Training Program Coordinator, who is developing our comprehensive leadership training for all 120 local departments of social services offering executive leadership training and supervisory training. Training that comes out of DFS is largely driven by guidance and regulations and is conducted by VDSS staff from the home or regional offices. Training for local, department-approved providers is primarily provided by a contract with several universities and is based on the Parent Resources for Information, Development, and Education (PRIDE) curriculum.

Virginia Child Welfare Training Model:

The pre-service Core child welfare training developed is a legacy training system that started more than 30 years ago as the comprehensive, competency-based child welfare in-service training program, based on a model used in Ohio. Established supervisors and caseworker core competencies have guided the development of several documents to inform LDSS directors, supervisors, and caseworkers on how to best integrate training and maximize learning to improve child welfare services. LTD is tasked with providing initial pre-service training, based on these core competencies, for newer staff, as well as ongoing in-service training for supervisors and experienced workers. LTD was established to elevate training across the Human Services Portfolio and is composed of trainers, curriculum and eLearning developers drawn from Benefit Programs, Child Care, and Family Services divisions. The purpose is to bring together the diverse yet similar training programs in a way that creates a synergy of resources, content, delivery, and partnerships with local departments of social services. The goal is to increase opportunities for LDSS employees statewide to learn and apply the critical content needed to perform their job duties. The LTD Director and Associate Director maintains close contact and is immersed in the Division of Family Services management meetings to support all training needs of the division. Additionally, the LTD staff participates in the Prevention/Protection Advisory Committees, Permanency Advisory Committees, Child Welfare Advisory Committees, Court Improvement Project Committees, and with the Professional Development Committee (PDC) of the Virginia League of Social Services Executives (VLSSE) to collaborate on identifying key training needs and solutions. Curriculum developers also participate in quarterly regional advisory supervisor meetings and various policy analyst and management meetings to keep up to date on training revisions needed and any possible new development needs. The LTD staff also collaborates with regional practice consultants, regional directors, and LDSS supervisors on identifying new training needs and feedback on current training development.

Training System Reform with University of Denver, The Butler Institute for Families:

The Division of Local Training and Development (LTD) has been working to establish a centralized training academy model to bring Virginia in line with best-in-class formats used by states with similar

local/state relationships in social services with new funding allotted by the Virginia General Assembly. This reformed training system will strengthen VDSS's ability to provide safe, stable environments for children and families in Virginia by reducing workforce turnover and better preparing the workforce to work with children and families. In Virginia, the current state training program is based on a legacy training system developed more than 30 years ago. Currently, newly hired child welfare services staff take between 15-20 instructor-led virtual courses, two-to-three in-person courses, and up to eight eLearning courses, within the timeframes their programs require, over two years. They must also receive an additional 24 hours of continuing annual education beyond pre-service training. This system is not effectively preparing workers for child welfare casework. Many LDSS staff are forced to work cases before they are ready to do so, contributing to high turnover rates of 38 percent for newly hired Family Services Specialist (FSS) I. Collaborating with the Virginia League of Social Services Executives (VLSSE), the LTD worked with representatives at all levels of staff from LDSS across Virginia beginning in spring 2023 through summer 2024 to determine an effective training academy framework. VDSS is currently planning to implement a cohort-based training academy model that uses in-person instruction, virtual instructor-led, eLearning, and simulation labs to better prepare staff for the difficult work of social services. The goal is to increase staff retention, provide more structured and consistent foundational training, and offer more professional development for seasoned staff. Most states favor the academy approach, as it allows for a shared, consistent foundational training experience and builds a support network for new staff from their very first day. An academy approach also lets its graduates easily move from one locality to support another.

LTD has updated VDSS's Training System Assessment of its Family Services training approach, originally conducted in 2017 by the Butler Institute for Families at the University of Denver. Post-pandemic, we know that training approaches and needs have changed and VDSS wants to have the most current information to inform our training system. The first phase of this project will focus on assessing the training needs of Family Services staff. Activities will include updating the training system assessment with the tool developed by Butler and used in 2017; reviewing the 2017 recommendations for current viability and interest; conducting twelve listening sessions to understand the current training situation; conducting a statewide survey; and engaging in a national scan on training best practices in child welfare. The Training Model Assessment consisted of 75-minute virtual regional listening sessions to gather thoughts on topics such as: training needs, training frequency and schedules, preferred delivery methods, use of technology, organizational conditions for training, skills training, scenario-based simulation training. These were the number of listening sessions conducted: VDSS Leadership Listening Sessions – 2 sessions; LDSS Regional Specialists Listening Sessions – 5 sessions; LDSS Regional Leadership Listening Sessions – 5 sessions; and LTD staff training assessment listening session. Phase 2 has focused on a deeper training system assessment conducted for the Division of Benefits Programs. A final report was published in April 2024 and shared through infographic flyers, regional presentations, and various advisory committees. VDSS actively sought and gained funding from the General Assembly to develop a new training system, and has built out a new multiroom training center with a visual recording studio and simulation labs in the home office complex.

A key recommendation from the initial Butler study was the development and implementation of an academy model which incorporates a cohort approach where trainees complete courses together (with a mix of delivery methods) and participate in a comprehensive review three to four months' post-completion¹. The use of an academy approach provides the most rigorous, efficient, and integrated approach to maximize the learning experience and best prepares new employees for their jobs. The academy approach recognizes the necessity of a holistic approach to preparing new workers to engage with families and communities. It also values and reinforces the partnership between classroom and field-based training, which incorporates essential adult learning principles. To engage in trauma-informed

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

practice with families, workers must attend certain training and demonstrate proficiency in core competencies designated by VDSS. These proficiencies are demonstrated using simulation labs and transfer of learning activities implemented with mentors in the agency with support from coaches who follow the new learners from the classroom to the local agency. All training activities and proficiency standards are measured and tracked using a learning development portfolio.

Key components of this new Virginia START Training include:

- A progressive learning Academy Model with core foundational knowledge and skills followed by a program specific training with Academy dates posted 1 year for onboarding and scheduling
- A cohort of trainees who move through the academy together
- An Universal Core academy that begins multiple times each month and follows a training plan for specific job functions or pathways and with reduced timeline
- Possible travel reimbursement for localities who must send staff to academy sites that require overnight lodging
- All aspects of the academy should be completed within a specific time frame
- Provide an academy review course 3-4 months post-academy completion, where workers' field experience is applied to key concepts learned during the academy; this will help deepen learning and breadth of application of the most significant practice-related aspects of the training
- Include a mix of online learning, classroom, and field experiences, with ample time in the field for trainees to apply their learning (e.g., shadowing a senior worker or co-managing a case with a more experienced staff person or coach).
- Restrict caseloads so that trainees can focus on learning; consider a gradual caseload starting when trainees are at least halfway through the academy
- Offer a "flipped" classroom so that knowledge components are taught through online learning, with knowledge application and skills practice in the classroom.
- Integrate family engagement simulation experiences/demonstrations at key intervals of academy experience; offer simulation training and virtual topic specific simulations to accommodate staff from across the state.
- Provide On the Job/Transfer of Learning coaches whose responsibility is to provide coaching and assist employees with TOL activities; coaching should be done by someone other than the supervisor

Starting in August 2024, Butler Institute for Families School of Social Work at the University of Denver began work on Phase 1 Training System Transformation Project. Having conducted the training system assessment that provided the information to define the transformation in 2023-2024, Butler provided the strategic consultation, planning, coaching, and products to support the effort. This work included four major activities:

1. Teambuilding to structure and galvanize the LTD team
2. Strategic consulting for the pathway to change (P2C)
3. Strategic consulting and coaching to support the Training Academy program development
4. Branding development and communication product development

Through weekly meetings with LTD leadership during the Phase 1 duration to oversee the project with separate meetings when appropriate for the Academy development and communications project component. Butler provided monthly project updates on the progress of all deliverables. Using the Pathway to Change (P2C) approaches through a series of virtual and in-person meetings with key stakeholders over several months to guide the integration of preconditions and translate them into

intervention action steps. A pathway to change resulted in a written and digestible roadmap for the change the organization desires in the form of a graphic display of how they will achieve their ultimate outcome. A Pathway to Change micro video was developed to explain our process and keep focused on our goals and process. The ultimate goal of the VDSS Training System in partnership with local agencies will deliver learner-focused, best-in-class training, serving staff throughout their career, to become competent, confident, and effective in performing their job – see appendix E-4 for VDSS LTD Pathway to Change Infographic. The six key components of P2C were identified with ongoing CQI and Communication with feedback include:

- Partnerships
- VDSS leaders and supervisors
- Learners
- Training System Infrastructure and Supports
- Trainers
- Curriculum and Content Developers/Designers

Partnering with Butler, LTD staff convened a workgroup to develop the VDSS Training Academy named Virginia START. Building on previous work over the previous year, the workgroup goal was to:

- Determined the overall structure of the training academy
- Designated learning pathways for each VDSS role
- Identify the course topics for each phase component
- Determine the timeframe for each pathway
- Develop competencies and learning objectives for each course within the Academy

In the beginning of the process, we established what has already been done and questions that still need to be answered during the program development planning. Through a series of workshops beginning in Spring 2023 and continuing through July 2024, LTD had been working diligently with the Virginia League of Social Services Executives Professional Development Committee on determining the needs and priorities of the 120 local agencies. Through that process LTD determined a framework on which to build the final product to bring about training system transformation and map designs for an academy. Another priority was to bridge training between family service specialists and benefits staff to parlay the expertise of all. Butler’s skilled facilitators managed the planning meetings to produce a fully developed plan for the new training academy program as well as the activities to produce it. As part of this process, we developed a curriculum design template for construction of all courses. The template will provide a consistent and expected format and content for each course and reflect the new branding from the LTD Style Guide developed.

New Course Development:

The following new training development occurred during this reporting period:

CWSE2001R Child Protective Services Refresher Training

Module 1: Staying Informed -Essential Child Protective Services Updates This one-hour 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.

Module 2: Your Initial Safety-Focused Response This one-hour 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.

Module 3: Navigating Unique Situations, Assessing Risk, and Making Disposition This one-hour 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.

New Skills Support Materials:

The Practice and Supervision Quick Guides were created as a component of Virginia's Leadership Institute several years ago. They are short, concrete guides for a variety of best practices and approaches to child welfare work for workers and supervisors across the continuum of child welfare programs. These Guides provide suggested ways to craft key questions that help the worker to build critical thinking skills and generate solutions. Key skills of the supervisor involve listening to carefully observe, understand, and promote learning using curiosity and a non-judgmental approach. Coaching is a way to connect feedback about skills and behavior to best practices. The Quick Guides Topics include Behavior-Based Plans, Child and Family Team Meetings, Safety and Support Circles, Safety Planning, Solution-Focused Questions, The Three House Assessment, and Family Partnership Meetings. This additional training need was identified by the program managers and regional consultants needing additional tools for local workers and supervisors to help maintain fidelity to our Family Partnership Meeting Model. New this year, **Kin First Culture Practice Quick Guide and Supervision Quick Guide**.

LTD Training Dashboard

LTD utilizes a statewide LMS, the Virginia Learning Center (VLC), to assign, deliver, track, and report all training. The VLC is managed by the Virginia Department of Human Resource Management and administered by VDSS. LTD has utilized the Required Training Console (RTC) in the VLC for all new workers since 2018. The Registrar team has worked to validate job titles against caseloads to have accuracy in setting training requirements. The RTC pre-sets all training requirements and timeframes, sends email reminders to learners and supervisors, and tracks all completions for training transcripts. Additionally, LTD pulls weekly data reports on number assigned, status of completions, assignment due dates, and assignments overdue for new workers. LTD has focused attention on the VLC functions for improved data collection and ongoing monitoring through the registrar system to improve customer services in VLC, improve marketing of classes, maintain a three-month schedule of training classes, establish a monthly training dashboard called Training Matters for leadership, and develop weekly enrollment reports to monitor classes.

The required training console of the Virginia Learning Center allows you to pull reports with the following status:

- Completed

- Enrolled
- Overdue
- Incomplete
- Withdrawn

This report allows the Systems Data and Support Team the ability to follow up with learners and supervisors as a normal housekeeping measure to ensure we offer help to those that have required training due dates with the next week. This has created an enormous collaborative effort between Family Services Supervisors, Family Services Learners, and the Local Training and Development Division in the vein of compliance.

Since the implementation of the RTC on the VLC, all new child welfare workers are automatically informed of their training requirements and training is tracked within set time periods for completion. Supervisors are sent automated emails with training requirements for their staff. The use of the VLC RTC has greatly improved the completion of required training for new FSS' and supervisors within the designated time frame.



A weekly LTD Training Dashboard is created from the VLC data and distributed to the VDSS regional office directors, VDSS leadership, and LDSS directors in partnership with the Division of Local Engagement and Services. This data includes a running completion count of all classes broken down by regions for the fiscal year, absentees from training, no show rates identified by agency and learner, weekly count of class sessions offered, outstanding training requirements by learner and agency, and a summary of trainer evaluation survey results. Additionally, the regional consultants request training reports for LDSS they are working with. Adding additional support staff to provide VLC registrar duties has increased LTD's capacity to provide these necessary training reports for valuable data monitoring to assist in training delivery and planning processes.

Online enrollment status and class schedules are posted on LTD FUSION and updated weekly for all training classes, including availability for quick enrollments in the VLC. All training course materials are also posted on the LTD FUSION website for learners to download or for supervisors to have access to training course content. The supervisor TOL forms are also provided on LTD FUSION for easy access.

In CY24, LTD provided **460** virtual instructor-led training events from January 1, 2024, to December 31, 2024, with a total of **8813** completions. In comparison, the total number of completions of online courses in CY24 was **24,842**. This includes data from all 120 local departments of social services. LTD provides initial training for new employees through the Division of Family Services Program Specific Required Training Plans.

2024 Course Completions

Calendar Year 2024 Family Services Instructor-led Course Completions

Courses: Instructor-led (ILT) and Virtual Instructor-led (VILT) W=Webinar	Events	Completions	Average
CWS1000W: In-Home Services New Worker Guidance Training	10	238	22
CWS1021W: The Effects of Abuse and Neglect on Child and Adolescent Development	20	459	23
CWS1031W: Separation and Loss Issues in Human Services Practice	12	258	18
CWS1041W: Legal Principles in Child Welfare	11	294	30
CWS1061W: Family Centered Assessment in Child Welfare	17	373	20
CWS1071W: Family Centered Case Planning in Child Welfare	18	324	20
CWS1305W: The Helping Interview: Engaging Adults for Assessment and Problem-Solving	19	434	22
CWS2000.1W: Child Protective Services (CPS) New Worker	9	274	29
CWS2010W: In-Home Services Skills	9	171	21
CWS2011W: Intake, Assessment, and Investigation in Child Protective Services	10	250	21
CWS2020W: On Call for Non-CPS Workers	7	133	19
CWS2021W: Child Sexual Abuse	12	239	21
CWS2031W: Sexual Abuse Investigations	9	209	23
CWS2041: Child Fatality Investigations	5	48	10
CWS2141W: Out of Family Investigations	9	192	21
CWS3000.1W: Foster Care New Worker Training	9	207	20
CWS3010W: Adoption New Worker Training	9	193	23
CWS3015W: Adoption Assistance	8	132	19
CWS3021W: Promoting Birth and Foster Parent Partnerships	6	92	17
CWS3041W: Working with Children in Placement	5	78	16
CWS3061W: Permanency Planning with Teens	6	92	15
CWS3071W: Concurrent Permanency Planning	11	216	20
CWS3081W: Promoting Family Reunification	5	94	16
CWS4015: Trauma-informed Child Welfare Practice: Identification and Intervention (Classroom)	29	384	14
CWS4020: Engaging Families and Building Trust-Based Relationships (Classroom)	30	391	14
CWS4026W: Title IV-E New Worker Training (Virtual Instructor Led (VIL))	4	94	24

CWS4030H: Family Partnership Meeting Facilitator Training	11	101	9
CWS4080W: Kinship Care in Virginia	24	525	22
CWS5011W: Case Documentation	25	516	22
CWS5305W: Advanced Interviewing: Motivating Families for Change	16	304	19
CWS5307W: Assessing Safety, Risk, and Protective Capacity	13	360	25
DVS1001W: Understanding Domestic Violence	15	313	18
DVS1031W: Domestic Violence and its Impact on Children	23	462	21
FSSUP5701: Principles of Leadership	7	86	12
FSSUP5702: Management of Communication, Conflict, and Collaboration	7	73	10
FSSUP5703: Enhancing Staff Performance and Growing a Team	7	89	13
FSSUP5704: Critical Issues in Family Services Supervision	7	67	12
FSSUP5705: Trauma-Informed Leadership and Developing Organizational Resilience Culture	6	48	10
Sum or Average	460	8813	

Calendar Year 2024 Family Services Online Course Completions

Course Title	Completions
VDSS - COMPASS9001E: COMPASS Mobile Application Overview	68
VDSS - COMPASS9002E: COMPASS Mobile - iPad Basics	85
VDSS - COMPASS9006E: COMPASS Portal Navigation Overview	68
VDSS - CWSE1002: Exploring Child Welfare (Module 2)	736
VDSS - CWSE1002: Exploring Child Welfare (Module 3)	726
VDSS - CWSE1002: Exploring Child Welfare (Module 4)	715
VDSS - CWSE1006: Reasonable Candidacy (Candidacy Determination)	258
VDSS - CWSE1041: Legal Principles in Child Welfare	408
VDSS - CWSE1050: VEMAT Rater Training (Module 1)	172
VDSS - CWSE1050: VEMAT Rater Training (Module 2)	158
VDSS - CWSE1050: VEMAT Rater Training (Module 3)	158
VDSS - CWSE1050: VEMAT Rater Training (Module 4)	152
VDSS - CWSE1050: VEMAT Rater Training (Module 5)	149
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) – CPS (Module 1: Introduction)	477
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 2: Intake)	492
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 3: Search and Merge)	463

VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 4: CPS Investigations and Family Assessments)	450
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 1: Introduction)	310
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 2: Opening a Foster Care Case)	309
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 3: Search and Merge)	309
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 4: Documenting Placements and Funding)	283
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 5: Legal Documentation and Service Planning)	286
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 6: Termination of Parental Rights and Preparation for Adoption)	279
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 7: Special Circumstances and Case Closure)	278
VDSS - CWSE1500IH: Navigating the Child Welfare Automated System (OASIS) – Prevention	68
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 1: Introduction and Intake)	480
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 2: Safety Assessment)	485
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 3: Risk Assessment)	473
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 4: Family Strengths and Needs Assessment)	444
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 5: Risk Re-assessment)	467
VDSS - CWSE1515: Introduction and Intake (Module 1)	310
VDSS - CWSE1515: Safety Assessment (Module 2)	296
VDSS - CWSE2001R: CPS Refresher (Module 1: Staying Informed - Essential Child Protective Services Updates)	110
VDSS - CWSE2001R: CPS Refresher (Module 2: Your Initial Safety-Focused Response)	93
VDSS - CWSE2001R: CPS Refresher (Module 3: Navigating Unique Situations, Assessing Risk, and Making Disposition)	71
VDSS - CWSE2005R: Optimal Practice (Module 1: Screening Decisions)	467
VDSS - CWSE2005R: Optimal Practice (Module 2: Difference Between TFCV and FMC)	404

VDSS - CWSE2005R: Optimal Practice (Module 4: Critical Thinking Skills)	383
VDSS - CWSE2005R: Optimal Practice (Module 5: Documentation to support case opening decisions in high/very high-risk referrals)	326
VDSS - CWSE2020: On Call for Non-CPS Workers	242
VDSS - CWSE2021: Child Sexual Abuse Dynamics	305
VDSS - CWSE2021W: TOL Exercise A	82
VDSS - CWSE2021W: TOL Exercise B	54
VDSS - CWSE2021W: TOL Exercise C	69
VDSS - CWSE2141: Introduction to Out of Family Investigation	230
VDSS - CWSE3010VLL: Adoption Proficiency Module	9
VDSS - CWSE3015: Adoption Assistance Screening Tool	46
VDSS - CWSE3020 Educational Stability for Children and Youth in Foster Care	29
VDSS - CWSE3030: Normalcy for Youth in Foster Care	288
VDSS - CWSE3040: Introduction to Virginia and Neighboring Tennessee Border Agreements	13
VDSS - CWSE3042: Interstate Compact on the Placement of Children (ICPC)	48
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 1)	41
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 2)	39
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 3)	32
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 4)	35
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 5)	32
VDSS - CWSE4000: Identifying Sex Trafficking in Child Welfare	453
VDSS - CWSE4015: Introduction to Trauma-Informed Child Welfare Practice	404
VDSS - CWSE4025: AFDC Relatedness (Module 3)	125
VDSS - CWSE4025: Annual Judicial Reviews (Module 5)	125
VDSS - CWSE4025: Determining initial Title IV-E eligibility (Module 2)	150
VDSS - CWSE4025: Getting started in Title IV-E (Module 1)	192
VDSS - CWSE4025: Payment Accuracy (Module 6)	124
VDSS - CWSE4025: Placement and Licensing (Module 4)	123
VDSS - CWSE4030: Introduction to Family Partnership Meetings	254
VDSS - CWSE4050: Psychotropic Medications and the Child Welfare System	382
VDSS - CWSE4051 Psychotropic Medication Consenter	53
VDSS - CWSE4060: Family Search and Engagement	688

VDSS - CWSE5000: Preventing Premature Case Closure in In-Home Services	172
VDSS - CWSE5010: Advocating for Child and Adolescent Mental Health Services	212
VDSS - CWSE5011: Case Documentation	609
VDSS - CWSE5020: Introduction to the Indian Child Welfare Act (ICWA)	62
VDSS - CWSE5025: Engagement of Native American Families	54
VDSS - CWSE5501: Substance Abuse (Module 1)	309
VDSS - CWSE5501: Substance Abuse (Module 2)	304
VDSS - CWSE5501: Substance Abuse (Module 3)	295
VDSS - CWSE5501: Substance Abuse (Module 4)	298
VDSS - CWSE5692: Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect	1000
VDSS - CWSE6000: State Hotline	19
VDSS - CWSE6010: Working with Families of Substance Exposed Infants Module 1	409
VDSS - CWSE6010: Working with Families of Substance Exposed Infants Module 2	371
VDSS - CWSE7000: Family First in Virginia (Module 1: Overview of Family First)	269
VDSS - CWSE7000: Family First in Virginia (Module 2: Opening an In-Home Services Case: First 30 Days)	262
VDSS - CWSE7000: Family First in Virginia (Module 3: Service Planning for In-Home Services)	265
VDSS - CWSE7000: Family First in Virginia (Module 4: Monitoring the Delivery of In-Home Services)	232
VDSS - CWSE7000: Family First in Virginia (Module 5: Goal Achievement and Case Closure)	212
VDSS - FSWEB1000: Psychotropic Medications and Issues in Foster Care	26
VDSS - FSWEB1001: Getting Started With Coaching	14
VDSS - FSWEB1003: The Journey to Practice Enhancement	30
VDSS - FSWEB1004: Diversion Data Reporting Tool Pilot Project	1
VDSS - FSWEB1005: Fostering Futures Transmittal Training	9
VDSS - FSWEB1006: Investigating Financial Exploitation	20
VDSS - FSWEB1007: July CPS Transmittal 273 Training	4
VDSS - FSWEB1009: The Role of CPS in Supporting Fatality Review Teams	3
VDSS - FSWEB1010: Child Protective Services Appeals Training	50
VDSS - FSWEB1011: Using the Practice Profiles Assessment Toolkit	16
VDSS - FSWEB1012: CPS Regulations Revised 2017	10
VDSS - FSWEB1013: The Coaching Conversation	19
VDSS - FSWEB1014: Foster Care Guidance June 2017 Transmittal #274 Training	3

VDSS - FSWEB1015: Educational Stability for Children in Foster Care	13
VDSS - FSWEB1016: Virginia Children's Services Practice Model Implementation Study	6
VDSS - FSWEB1017: Prevention Guidance Transmittal Training 2018	9
VDSS - FSWEB1018: Virginia's Title IV-E Child Welfare Stipend Program New Student Orientation	4
VDSS - FSWEB1019: Case Documentation in Child Welfare	70
VDSS - FSWEB1020: APS Case Documentation	84
VDSS - FSWEB1021: Overview of the JLARC Improving Virginia's Foster Care System Report	4
VDSS - FSWEB1022: Promoting Safe and Stable Families Program (PSSF)	12
VDSS - FSWEB1023: OASIS 4.4	33
VDSS - FSWEB1024: Substance Exposed Infant Decision Tree Tool	30
VDSS - FSWEB1025: CPS Transmittal Training	13
VDSS - FSWEB1026: This Is Trauma Informed FPM Facilitation: Fidelity to the Model	336
VDSS - FSWEB1027: Swift and Savvy Actions to Improve Safety Outcomes	78
VDSS - FSWEB1028: It's All Relative – Supporting Kinship Care	44
VDSS - FSWEB1029: Quality Visits and Visitation	32
VDSS - FSWEB1030: Supervision of Trauma Informed Practice	23
VDSS - FSWEB1031: PIP Virtual Data Workshop #1	5
VDSS - FSWEB1032: CPS Guidance Transmittal #281 Training 2019	2
VDSS - FSWEB1033: Foster Care Guidance Transmittal Training 2019	12
VDSS - FSWEB1034: Adoption Transmittal Training 2019	5
VDSS - FSWEB1035: Resource, Foster and Adoptive Home Approval	18
VDSS - FSWEB1036: Domestic Violence Decision Tree Tool	32
VDSS - FSWEB1037: Welcome to the Leadership Institute	9
VDSS - FSWEB1038: Using Data to Improve Practice & Performance	3
VDSS - FSWEB1039: How to Develop and Conduct a Webinar Using GoToWebinar and GoToMeeting	1
VDSS - FSWEB1040: Promoting Safe and Stable Families (PSSF)	7
VDSS - FSWEB1041: 2020 CPS Guidance Transmittal Training	3
VDSS - FSWEB1042: 2020 Foster Care and Adoption Guidance Transmittal Training	5
VDSS - FSWEB1043: Revised SDM Intake Tool	11

VDSS - FSWEB1044: Practice Foundations Guidance and Family Engagement	406
VDSS - FSWEB1044: Practice Foundations Guidance and Engagement	72
VDSS - FSWEB1045: In-Home Services Kick Off Directors Meeting	1
VDSS - FSWEB1047: Creating a Kin-First Culture - The Value of Kinship Care	35
VDSS - FSWEB1048: Creating a Kin-First Culture: How to Maintain Family Connections and Work with Kin	35
VDSS - FSWEB1049: Creating a Kin-First Culture: Making Informed Choices: Kinship Placement and Permanency Options	32
VDSS - FSWEB1050: Resource Family Transmittal Training	14
VDSS - FSWEB1051: In-Home Support Webinar: Are you a random decision maker?	11
VDSS - FSWEB1052: COMPASS Portal Training for Title IV-E Reviews	26
VDSS - FSWEB1053: In-Home - What Do You Need to Know?	51
VDSS - FSWEB1054: In-Home - Collective Assessment and Planning	42
VDSS - FSWEB1055: In-Home – Assessment Driven Service Delivery	36
VDSS - FSWEB1056: In-Home - Behavior-Based Safety Goal Attainment	35
VDSS - FSWEB1057: In-Home: Engaging Relatives for Assessment and Planning	44
VDSS - FSWEB1058: In-Home: Engaging Fathers in Assessment and Planning	41
VDSS - FSWEB1059: In-Home Guidance Transmittal Training	21
VDSS - FSWEB1061: Foster Parent Bill of Rights and Dispute Process and Resource Family Training	9
VDSS - FSWEB1062: Child Fatality Decision Tree Tool	10
VDSS - FSWEB1064: July 2021 Category A: Family First, Foster Care and Title IV-E Transmittal Training	9
VDSS - FSWEB1064: July 2021 Category B: Legislative and Practice Changes Foster Care Guidance Transmittal Training	6
VDSS - FSWEB1065: January 2022 Foster Care Guidance Transmittal Training: Section 10 & State-Funded Kinship Subsidy	5
VDSS - FSWEB1068: Kinship Notification Webinar	6
VDSS - FSWEB1069: Discovery In-Service Training Recorded Webinar	2
VDSS - FSWEB1072: Barrier Crime Determination Guide Webinar	26
VDSS - FSWEB1073: Kinship Resource Family Approval Refresher	17
VDSS - FSWEB1074: New Non-relative Mutual Family Assessment Template Overview	1

VDSS - FSWEB1075: Kinship MFA Template Training	12
VDSS - GAME4000: Engagement in Action	14
VDSS - MICRO3007: Introduction to ICAL	20
VDSS - MICRO5001: The Safety Process: A Holistic Approach to Safety Planning	3
VDSS - SUPE5710W: Coaching Overview	4
Total	24,842

Course Evaluation

The Kirkpatrick Model

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

The Kirkpatrick evaluation model has four levels:

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

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

Qualtrics Evaluation Survey

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

metrics were compiled using the new Qualtrics software and provides specific training evaluation trends for CY2023.

Learner Evaluation Survey Summary

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

2024 Important Findings

Class Evaluation Survey Results	Analysis
How would you rate the delivery skills of this trainer?	66% respondents found our trainers extremely effective
Please rate your knowledge of the course after the training	After the training, 2,549 learners reported they felt like they were extremely knowledgeable. That is a 58% increase.
The course content will improve my ability to perform my responsibilities.	77% strongly agreed
I was not disrupted by other responsibilities	66% strongly agreed

Response Rate: 84%

Class Evaluation Survey Results	Rating (5-point scale)
Before the training: Understanding of the topic	3.31
After the training: Understanding of the topic	4.17 (+.86 change)
Course materials, resources, and handouts in the course helpful to work or learning	4.56
Trainer delivery skills rating	4.48

Response Rate: 86% (Overall) and 57% (Supervisor Training)

CY24 Child Welfare Aggregate Survey Results

Learner Evaluation Survey Analysis Summary:

LTD conducted an annual end of the class evaluation survey analysis where learners reported a significant training satisfaction and impact on all instructor-led surveys. Macro-level descriptive statistics by course have helped inform the project to this point. Important findings during calendar year 2023 include:

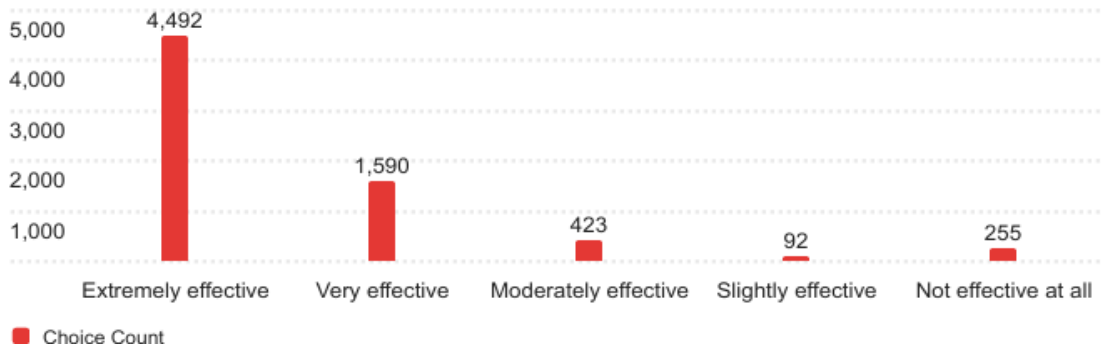
- Overall survey **response rate of 86%** and a **response rate of 57%** for supervisor training.
- “Before this training, my understanding of the topic was:” averaged **3.31 on a 5-point scale**, while ‘After this training, my understanding of the topic was:” averaged **4.17 on a 5-point scale**, justifying training impact.
- Participants with less reported knowledge before the course also showed the greatest gain in reported understanding after the course.

- Course materials, resources, and handouts in this course were helpful for my learning or will be helpful in my work was reported at **70.67%** or average of **4.56 on a 5-point scale**.
- Trainer delivery skills were rated very high with average of **4.48 on a 5-point scale** and **over 90% reporting very or extremely effective**.

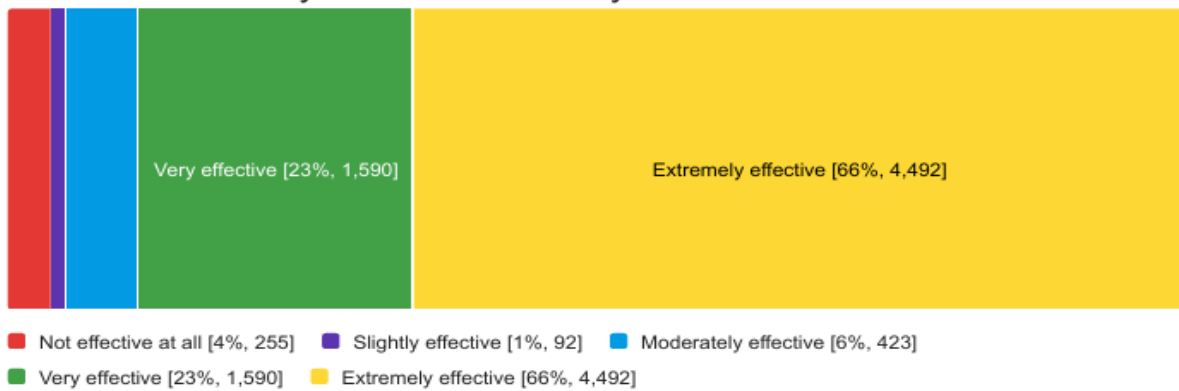
The following analysis of seven key data points were selected for reporting during this timeframe:

How would you rate the delivery skills of this trainer?

Q17 - How would you rate the delivery skills of this trainer

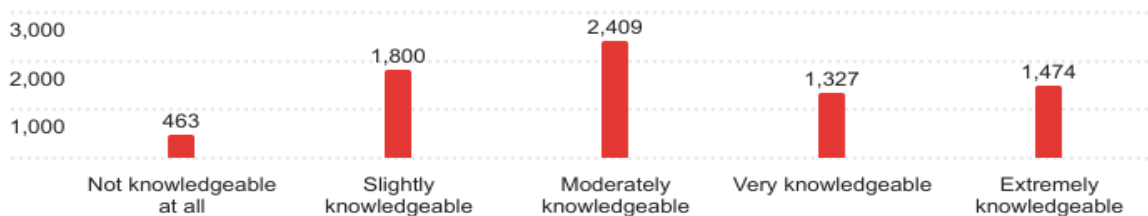


Q17 - How would you rate the delivery skills of this trainer

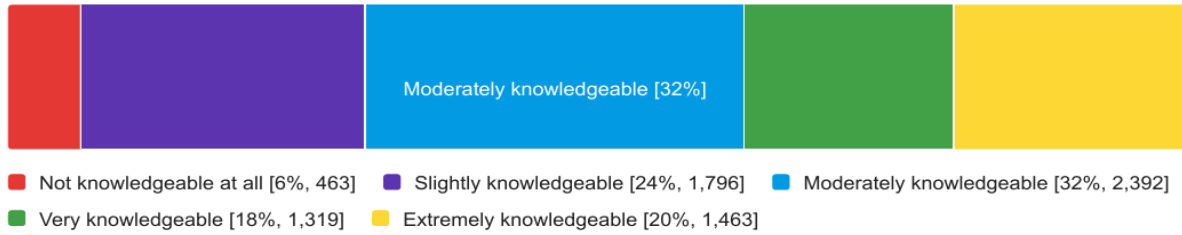


Please rate your knowledge of the course prior to the training:

Q8 - Please rate your knowledge of the course subject prior to the training.

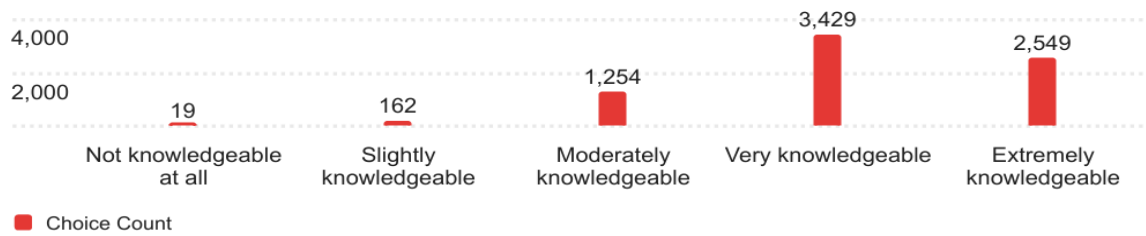


Q8 - Please rate your knowledge of the course subject prior to the training.

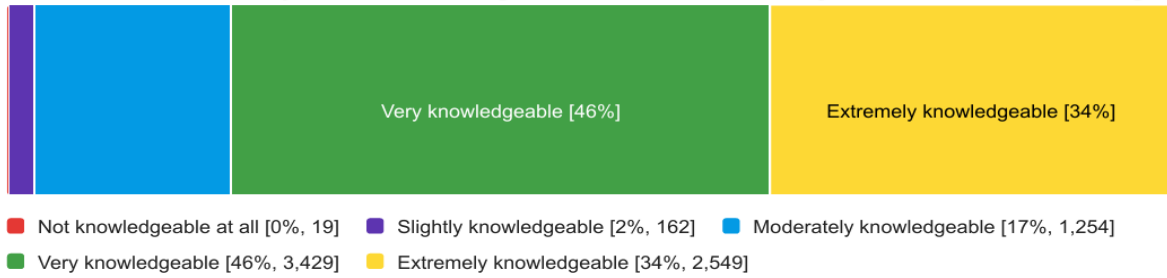


Please rate your knowledge of the course after the training

Q9 - Please rate your knowledge of the course subject after the training.



Q9 - Please rate your knowledge of the course subject after the training.

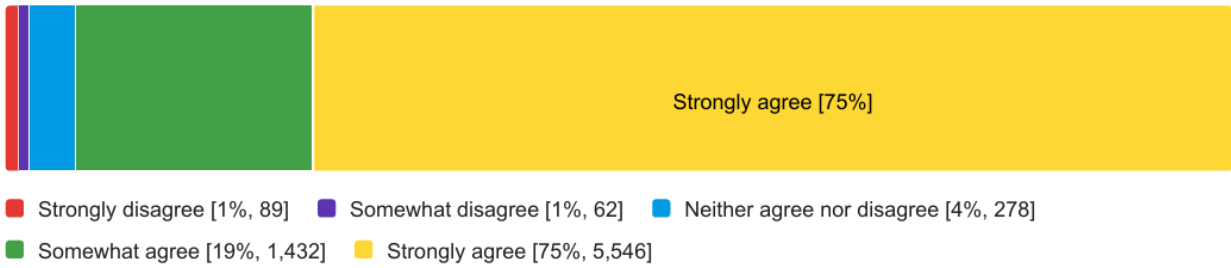


The course materials, resources, and handouts in this course were helpful for learning

Q10 - The course materials, resources, and handouts in this course were helpful for learning.

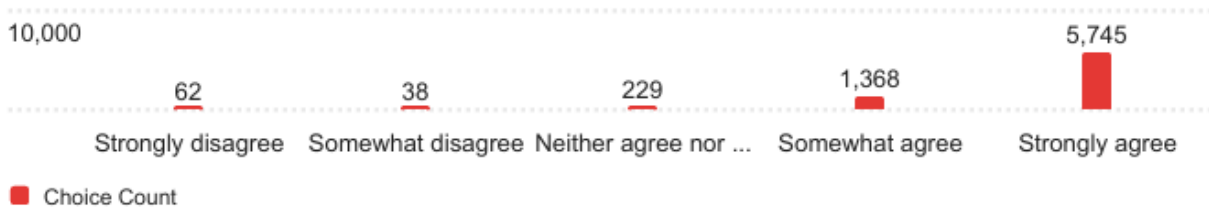


Q10 - The course materials, resources, and handouts in this course were helpful for learning.

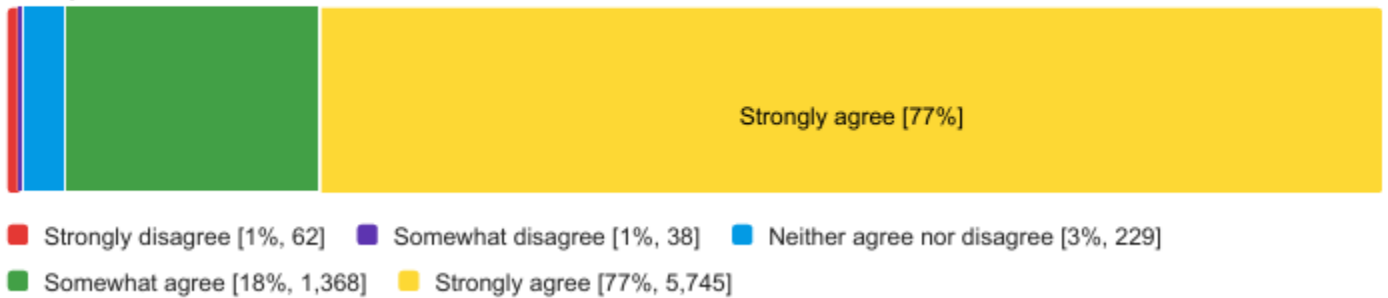


The course content will improve my ability to perform my responsibilities.

Q12 - The course content will improve my ability to perform my responsibilities.

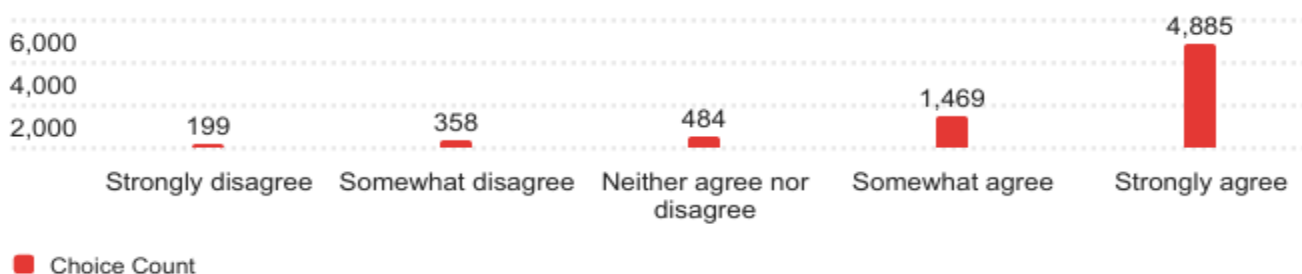


Q12 - The course content will improve my ability to perform my responsibilities.



I was not disrupted by other responsibilities

Q18 - I was not disrupted by other responsibilities.



IV-E Pass Through

Each year, LDSS submit plans to provide child welfare training under title IV-E pass-through funding. These plans described the type of training to be provided (i.e., new-worker or ongoing training for staff/resource parents), as well as the topic area to be covered and the plan for training. Approval of LDSS training plans is contingent on the plan’s compliance with federal guidelines regarding allowable expenses. This amount includes funding for purchase of services such as travel, hotel accommodations, conference fees, training supplies and/or curriculum, training equipment, contractual services for the purpose of administering training, etc. It does not include the salary and related costs incurred by LDSS staff providing training.

Training activities that are necessary for the proper and efficient administration of the Title IV-E plan will be charged at the enhanced rate of 75%, subject to the application of the penetration rate. Administrative costs, such as the salary of LDSS-employed training staff, are part of VDSS’ random-moment sampling (RMS) process. Administrative functions, excluding salaries and related expenses, related to trainings that are eligible for Title IV-E will be charged at the federal financial participation (FFP) rate of 50% with the application of the penetration rate. LDSS provide the appropriate match.

Sixty LDSS submitted plans to provide local training in 2024. Approved training at the enhanced rate, or 75%, subject to the penetration rate, was projected to be \$1,861,814.00 with actual expenditures at \$565,246.67. Approved training at the 50% rate, subject to the penetration rate, was projected to be \$220,115 with actual expenditures at \$168,413.27.

Child Welfare Stipend Program (CWSP)

Program Overview

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

The CWSP provides students with required training, coursework, and university specific and all-cohort seminar opportunities throughout their time in the program. Students have access to the full complement of state trainings via the VLC, allowing them to access suggested and required trainings. All CWSP students are required to take the following trainings prior to graduation:

- Foster Care New Worker Policy;
- In-Home New Worker Policy;
- Case Documentation;
- Legal Principles in Child Welfare; and
- Child Dependency Case Planning in JDR District Courts.

In addition to required training, students enroll in university-specific required electives in public child welfare policy and practice.

Universities offer a variety of university-specific and all-cohort seminar opportunities each semester. Seminar topics have included:

- Family First Act 101;
- Substance Use Disorders: Recovery Ally Training;
- Elements of Family Partnership;
- Using Motivational Interviewing to Engage Families in Child Welfare;
- Transracial Adoption;
- Bridges Out of Poverty;
- Re-Imagining an Anti-Racist Child Welfare System; and
- Trauma-Informed Motivational Interviewing.

Each university partner has well-established regional advisory committees, which are composed of LDSS leadership, university child welfare faculty, state CWSP leadership, and community partners. Meetings are convened quarterly to discuss child welfare workforce needs, gain feedback on how students and graduates are performing in the field, address any barriers to programmatic or student success, and design curriculum and para-curricular activities, including topical seminars, case simulations, employment workshops, and other events.

VDSS will continue to assess the capacity and appropriate cohort size for each partner university in future years, based on a university's ability to consistently fulfill contract deliverables, including demonstrated recruitment and retention of qualified applicants who can be successful not only in the program, but in fulfilling employment payback requirements as well.

Program Structure

The Title IV-E CWSP program structure is set up as follows:

- Program State Coordinator – Responsible for the direction of the program; supervision of staff; fiscal oversight; liaison between VDSS and universities; curricular and administrative matters; reporting; and program evaluation.
- Principal Investigators - Participating universities have designated a staff member as Principal Investigator (PI). The PI provides institutional oversight and shares supervisory responsibility over the program's University Coordinators. The PI is expected to hold a level of authority within their department and dedicate a portion of their time towards the CWSP activities. Additionally, the PI will be responsible for overseeing program evaluation activities, developing program evaluation reports, and participating in the Regional Advisory Committee associated with their university.

- University Coordinator – Responsible for recruiting/accepting students into the program; monitoring and tracking student progress; oversight of field instruction placement and arrangements; assisting in post graduate transition of students; and monitoring fulfillment of student commitments.
- Regional Committees – Responsible for reviewing and informing curriculum; identifying regional training/workforce needs in LDSS; hosting/supporting regional supplemental trainings and seminars to address specialized competencies and focus areas for students and field instructors; providing field placements and supervision/instruction to CWSP students. Membership is comprised of LDSS directors and supervisors, private child-welfare agency supervisors, CWSP alum, and university Child Welfare faculty.
- DFS Director, and Assistant Directors – Responsible for reviewing and approving program policies, organizational structure and overarching program goals; review and provide feedback on annual reviews; provide input and guidance on program activities on an ongoing basis as needed; approve student selection criteria and on appeals and/or program grievances.

CWSP university and state staff gather data each year related to applicant/recipient demographics and characteristics; graduate exit survey responses; and initial workforce entry information. Baselines are established and data is tracked annually in conjunction with university partners, employing LDSS, and stipend graduates. Program evaluations will be conducted at a minimum of once every four years and will include data on the success and challenges of CWSP in terms of participant recruitment, completion, retention, and satisfaction. VDSS evaluated program graduates' perceptions of strengths/areas of growth in programmatic content, experiences in transitioning to full-time LDSS employment, and factors within their employing agency that indicate culture, climate, retention, and recruitment.

Program Goals and Metrics

Overarching Program Goal

The overarching goal of the CWSP is to cultivate and retain a highly skilled workforce that can effectively carry out the agency practice model and improve child welfare outcomes.

Measurable Outcomes and Expectations

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

FY 2025 Updates

In FY25, a total of 63 BSW and MSW students were enrolled in the CWSP, with the majority anticipated to be graduating in the spring. In spring 2024, there were 42 graduates. In fall 2023, phase I of the program evaluation was completed. This involved an extensive survey distributed to all LDSS FSSs, both alumni and non-alumni, to compare the groups, as well as multiple focus groups. A main benefit of the CWSP that was reported across focus groups was the level of preparedness alumni felt to enter the child welfare workforce. Specifically, they reported knowing what they were getting into and having foundational knowledge and training. An additional benefit that alumni have entering child welfare work was their cohort peer support and ability to share experiences and advice. Phase II of the evaluation has begun and will be a longitudinal study of CWSP alumni to determine reasons they stayed or left the child

welfare workforce in Virginia after graduating. Phase III is planned to take place after this and will seek to connect outcomes for children with being a CWSP alumni vs. non-alumni.

In FY25, VDSS is partnering with George Mason, Norfolk State, Radford, Virginia Commonwealth, and Virginia State Universities.

FY24 Graduates

Total Graduates FY23	42
Employed %	82%
Repayment %	11%
Deferred for MSW Program %	7%

Total Enrollment by Year

School Year	Number Enrolled
17-18	41
18-19	58
19-20	69
20-21	75
21-22	70
22-23	58
23-24	63
24-25	63

FY 2026 Projection - CWSP

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

University Costs	Total Fed75/State25	Total Fed50/State50	Total
Radford	\$294,676.00	\$46,455.00	\$341,131.00
Virginia Commonwealth	\$528,696.26	\$80,709.25	\$609,405.51
George Mason	\$229,795.45	\$27,767.60	\$257,563.05
Norfolk State	\$290,867.78	\$35,704.19	\$326,571.97
Virginia State	\$191,000.00	\$28,850.00	\$219,850.00
Grand Totals	\$1,535,035.49	\$219,486.04	\$1,754,521.53

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

Child Welfare Employee Education Assistance Program (CWEEAP)

Program Overview

VDSS is committed to providing ongoing education support to LDSS employees who wish to obtain advanced social work degrees and who may not be eligible for the CWSP. These employees demonstrate their commitment to LDSS agencies and to the clients with whom they work. Additionally, because they are already working in an LDSS, they will be well prepared for the challenges within the child welfare profession. CWEEAP assists full-time LDSS employees enrolled in a part-time MSW degree program at a participating stipend university. The participating CWEEAP partner universities include George Mason, Norfolk State, Radford, and Virginia Commonwealth Universities. Recipients will either already be working in foster care, adoption, or in-home services, or be committed to transferring into such a role upon graduation.

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

Program Components

CWEEAP participants receive educational assistance in the form of tuition reimbursement following each successfully completed semester, up to a maximum of \$5,000 per student per academic year. In return, students enter into a legally binding commitment for continued employment (during the program and following graduation) at their LDSS agency, either continuing in or transferring to a foster care, adoption, or in-home services role. The work repayment term correlates reasonably with the CWEEAP funding time period in the MSW program, for each year of CWEEAP funding toward part-time MSW tuition and fees reimbursement, six months of continuous, same-agency employment following graduation is required.

To receive tuition and fees reimbursement, a recipient is required to submit to VDSS copies of university-issued invoices noting tuition and fees; proof of payment; and proof of acceptable grades (minimum of a 3.0 GPA). Tuition and fees are reimbursed up to \$2,500 per semester (not to exceed \$5,000 per year), given the recipient maintains eligibility. When a program participant qualifies for the Advanced Standing program at any participating university, reimbursement of up to either \$2,500 or \$5,000 is provided following completion of the summer semester, depending on how many credits the student has taken. An Advanced Standing program curriculum is typically a shorter curriculum as eligible students have received their baccalaureate degree from an accredited social work program. Total reimbursed funding to any recipient is capped at \$20,000.

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

Application/Selection Process

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

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

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

Administration of the CWEEAP

The current VDSS Child Welfare Stipend Program State Coordinator administers the CWEEAP. Duties include:

- Fiscal and programmatic oversight;
- Coordination with partner universities’ MSW program staff, field departments, and scholarships and financial aid offices;
- Monitoring and coordination of participant state training, required electives completion and appropriate field placements;
- Continued program eligibility and academic progress;
- Tracking of post-graduation work repayment requirements; and
- Overall program evaluation.

There are no administrative costs associated with the CWEEAP. Any title IV-E or VDSS funding is strictly limited to reimbursing selected employees’ MSW program tuition and fees costs.

FY 2025 Updates

CWEEAP currently has 4 LDSS employees enrolled. Marketing efforts are underway, including presenting at conferences, email communications, and social media posts, to increase enrollment. This is an increase from 2 participants in FY 2024.

FY 2026 Projections

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