

Virginia Child Welfare Staff and Provider Training Plan

Training Team

Child welfare training for LDSS staff is developed entirely either within the DFS, initiated at LDSS, or through LTD. The required competency-based statewide child welfare training system is delivered by a team of four instructor-led curriculum developers and two eLearning developers. LTD is comprised of a division director, 17 part-time trainers, one training delivery supervisor, one curriculum development supervisor, one eLearning development supervisor, one systems data and support supervisor, five administrative support/Learning Management System (LMS) registrar staff, and an associate director. Additionally, LTD has a new Leadership Training Program Coordinator, who will be developing comprehensive leadership training for all 120 LDSS.

Training that comes out of DFS is largely driven by guidance and regulations and is provided by VDSS staff. Training for local, VDSS approved providers is primarily provided by a contract with several universities and is based on the PRIDE curriculum.

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 in 2020 (under the original name Workforce Development and Support) to elevate training across the Human Services Portfolio and is composed of the trainers, curriculum and eLearning developers drawn from BPD, child care, and DFS. The purpose of creating LTD was to bring together the diverse, yet similar training programs for both divisions in a way that creates a synergy of resources, content, delivery, and partnerships with LDSS. The goal is to increase opportunities for LDSS employees statewide to learn and apply the critical content needed to perform job duties.

The LTD Director and Associate Director maintain close contact and are immersed in the DFS management meetings to support all training needs of the division. Additionally, the LTD staff participates in the Prevention/Protection PACs, Permanency PAC, CWAC, CIP committees, and with the Professional Development Committee (PDC) of the VLSSE to collaborate on identifying key training needs and solutions. Curriculum developers also participate in quarterly regional advisory supervisor meetings and weekly policy analyst and management meetings to keep up to date on needed training revisions and any possible new development needs. The LTD staff also collaborates with regional practice consultants and LDSS supervisors to identify new training needs and garner feedback on current training development.

Butler Institute

The Butler Institute for Families at the University of Denver Graduate School of Social Work (Butler) was originally engaged by VDSS in 2017. Butler was reengaged by VDSS in 2023 to review and refresh the training services model assessment and recommendations originally conducted in 2017. VDSS began implementing the original recommendations shortly after they were received. While some aspects of the training system have remained stable since 2017, much has changed in the subsequent years due to the global pandemic and relentless workforce issues. The 2023 review and reassessment offered insightful information about moving forward in consideration of these changing times while reinforcing the tremendous efforts made by VDSS to improve their training system.

National Scan

Butler conducted a national scan to gather information on child welfare training systems. The scan focused on states with similar systems and those known to have stellar training systems. Training leaders from California, Colorado, Connecticut, Georgia, Pennsylvania, Utah, and Wisconsin were interviewed,

and they provided a wealth of resources that they made available to LTD staff. These jurisdictions had a wide variety of training approaches ranging from academy models to the use of full virtual training to novel approaches for integrating technology. Themes resulting from the scan included:

- The importance of using simulations and coaching;
- The need for a focus on diversity, equity, and inclusion; and
- Increased facilitation TOL activities using field advisors.

Emerging technologies such as artificial intelligence and their integration into training dominated the discussions on future trends.

Listening Sessions

Butler also conducted 12 listening sessions with over 200 FSS staff statewide. Strengths about VDSS training noted by participants included the advent of virtual training as well as the experienced trainers and curriculum developers. Additional themes from the listening sessions included:

- A desire for improved practice skills with more realistic scenarios;
- A request to increased TOL opportunities;
- An endorsement of an academy approach to training;
- A need for refresher or ongoing training; and
- The difficulty of protecting staff's time to attend training due to case responsibilities.

Overwhelmingly, participants shared that VDSS has an encouraging and supportive culture around training. The organizational barriers that participants did reflect included:

- Staff shortages across Virginia;
- Lack of training completion prior to taking cases;
- Missed opportunities to align training and practice, particularly processes in LDSS; and
- LDSS differences in training resources including size and distance.

Participants also offered opinions about training priorities to include:

- Effective practice skills;
- Application to practice experiences;
- Provision of TOL activities;
- Advanced practice skills for tenured workers and supervisors;
- Adaptive supervisory skills
- Professional development for career growth; and
- Adaptive leadership skills for supervisors and managers.

Butler Recommendations

Some of the Butler recommendations to improve family services training based on the reassessment include:

- Employ an academy model approach for all new staff in both the DFS and BPD divisions that includes a cohort of new staff moving through the required courses together. Evaluate the information gathered from the national scan as it offered multiple models to consider when determining the structure. Preclude new staff from being assigned to cases until they have completed all academy requirements.
- Employ a flipped classroom approach using a hybrid model of in-person and virtual training. Using a flipped classroom, the academy should employ virtual training (both synchronous and asynchronous) for knowledge-level content and in-person experiences to train to skill level. It is estimated that this would mean about 60% of courses be in person and 40% virtual.

Such a mix acknowledges the reality and expectation that some training happens virtually while also emphasizing the importance of in-person training for developing relationships and skills. It should be recognized that staff time is similarly protected when attending virtual training as when attending in-person training.

- Create new positions for TOL advisors whose main responsibilities are to guide new FSS staff through the TOL activities and offer coaching to solidify skills. The name advisor is a suggestion, especially to differentiate this role from a practice consultant. This recommendation recognizes that while supervisors should be guiding TOL activities, it does not happen as intended due to workload and differences across LDSS.
- Adopt and customize the NCWWI Leadership Academy to provide leadership training for supervisors and managers. This research-based, full curriculum employs a hybrid training model with eLearning courses as a prerequisite to the classroom training. Their full curriculum offers in-person or virtual classroom options, focuses on adaptive leadership, and is competency based. It is accompanied by an implementation manual and an optional coaching program. All components are fully detailed in manuals but can also be customized by the sponsoring agency. The newly created leadership coordinator position could manage this effort.
- Create local onboarding guides and associated micro videos to ensure local onboarding processes are consistent across the state. Manualizing the onboarding process with space for LDSS customization will help to ensure that new staff receive the same information during their onboarding. Production of micro videos can further help to engage participants by demonstrating common approaches to practice while engaging participants and highlighting the breadth of practice across the state. The use of multimedia approaches is especially important for engaging younger generations. The onboarding guides can also be the common areas for LDSS to specify their practices and information, such as local community partners and court contacts, and other information.
- Offer robust simulation training with real-time feedback, potentially using data dashboards. Develop multiple scenarios in “real” settings (for example, a “messy” home, a courtroom), use scripted scenarios, and employ professional actors to play the roles. Pay close attention to providing rigorous feedback using scoring rubrics with behavioral indicators.
- Offer ongoing/advanced training for seasoned staff. Topics mentioned include OASIS specific training, court system/procedures, relationship dynamics (e.g., de-escalation techniques, substance use, and worker safety). Tap LDSS for generating suggestions on topics most meaningful to them, and then involve them in the subsequent development and implementation.
- Conduct thorough training evaluation at multiple levels by an evaluation team. Hire an experienced training evaluator who is integrated into the LTD team. Evaluation is then integrated into all CQI efforts.
- Strengthen the partnership with LDSS and VLSSE to implement changes that ensure their input and buy-in. LTD already engages in positive efforts in this partnership, and as new recommendations are employed, the partnership can and should grow. Involve LDSS in the development of an Academy model and subsequent implementation. This local committee could also help determine which courses should be virtual versus in person. Additionally,

engage them to review organizational barriers to develop/test training strategies to implement at the local level.

Current Child Welfare Training Model

Overview

The pre-service core child welfare training is the legacy training system that started more than 25 years ago as the comprehensive, competency-based child welfare in-service training program, based on a model used in Ohio. Established supervisor and caseworker core competencies have guided the development of several documents to inform LDSS directors, supervisors, and caseworkers on how to best integrate training and maximize learning to improve child welfare services.

The current LTD pre-service and in-service child welfare training model is outlined in four phases of training development and delivery to include needs assessment; instructional design; preparation and deliver; and evaluation described below.

LTD Training Model Components

Needs Assessment

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

Instructional Design

- TOL activities before, during, and after training.
- Offer a variety of modalities to include classroom, blended, eLearning, and micro-learning.
- Use of *Secrets to Amazing Curriculum*, developed by Charmaine Brittain, MSW, Ph.D. and Brenda Lockwood, MA of Butler Institute for Families, University of Denver, for training all curriculum developers of child welfare curriculum while maintaining fidelity to the training model.
- Robust curriculum development (instructor-led and eLearning) using the Analyze, Design, Develop, Implement, and Evaluate (ADDIE) curriculum development model as outlined in the Family Services Training Standards Manual
- Assessment for revision follows a standard two-year review cycle with an assigned curriculum developer conducting an assessment for revision based on publication dates and last review date as documented in the Course Revision Guide. Each child welfare pre-service and in-service curriculum change is recorded in the revision guide to track all curriculum changes in trainer guide, handouts, visual aids, blended eLearning content, TOL activities, or resource materials used in each specific training and serves as a means of curriculum version control. This Course Revision Guide is also used when responding to any Freedom of Information Act (FOIA) requests for training content during specific timeframes for learners. Annual reviews are conducted based on new program guidance updates, changes in code, and regulations in specific training course content designated in the Virginia State Training Plan. Additional revisions may include literature reviews, trainer feedback, course evaluation survey results, program manager, regional practice consultants, and subject matter expert reviews.

- Program staff and LDSS subject matter experts (SME) involvement in development and course review with program sign-off of approval.

Training Preparation and Delivery

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

Evaluation

- Use of course evaluation surveys implemented using Qualtrics data metrics following the Kirkpatrick Model for training evaluation process.
- Development of new post-tests analysis to measure learner engagement and effectiveness of training through measuring learning objectives.
- Trainer feedback forms completed post training sessions and provided through supervisor for monitoring on-going training delivery issues with curriculum content, materials, and technology.
- SME participation in course review and feedback provided to align training materials with best practices.
- Use of Course Revision Guides to document all curriculum changes and track version control.
- Final family services program manager sign-off of all post pilot revisions and final training publications.
- Planning for a more robust application evaluation to on-the-job roles (OTJ) with surveys sent to workers and their supervisors at two months to begin in July 2024.
- Post-tests being developed for each instructor-led training (virtual and in person) and will be implemented upon review from the Division of Research and Planning. LTD is partnering with key researchers to ensure robust multi-level evaluation measures including end of class surveys, course post-tests, and OTJ surveys to measure the impact of training on the job.

All new worker training begins with foundational online training on mandated reporting, OASIS information system overview, and an overview of the child welfare system in Virginia. All of these assigned pre-requisites must be completed prior to enrollment in the program specific new worker guidance with OASIS training. Decisions as to when staff may carry a case is determined by LDSS with most agencies determining caseloads following completion of new worker guidance. Required training topics include OASIS; CPS intake, assessment, and investigations; engaging families and building trust-based relationships; sexual abuse investigations; and out of family investigations.

LTD has worked to communicate with the LDSS and other divisions within VDSS on training best practices using this LTD Training Model.

Training Delivery and Format

Training delivery is provided to all 120 LDSS utilizing the following training delivery methods:

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

Transition to Online Learning

Work continues to best determine which courses will be best delivered in the classroom and which courses can remain in a virtual instructor-led webinar platform. Consideration for which courses will return to the classroom is based on the trainer's experience with delivery of course content, course evaluations, and the following breakdown in the levels of learning in the course objectives with direct application and skill learning taking a higher priority. Both application and skill learning require direct observation and learner feedback from the trainers which is more conducive in the classroom setting and requires more critical thinking application from the learners.

All online course prerequisites must be completed prior to enrolling in the webinar series in the Virginia Learning Center (VLC) and are monitored using the required training console in VLC. Required training will continue to be delivered through online courses and live virtual webinar series, now indicated by a "W" after the course number. LTD successfully converted all required pre-service training for child welfare new workers and supervisors to virtual instructor-led and instructor-led classroom learning.

Instructor Led Training

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

- CWS4020: Engaging Families and Building Trust-based Relationships,
- CWS4015: Trauma In-formed Practice in Child Welfare Identification and Intervention
- CWS2041: Child Fatality Investigations
- SUP5701: Principles of Leadership
- SUP5702: Management of Communication, Conflict & Collaboration
- SUP5703: Enhancing Staff Performance and Growing a Team
- SUP5704: Critical Issues in Family Services Supervision
- SUP5705: Trauma-Informed Leadership and Developing Organization Resilience Culture

New Trainings Developed in 2023

The following new trainings were developed in 2023:

- CWSE2005R Optimal Practice: The Annual Five CPS Guidance Fundamentals: More information on this online course consisting of five modules is included in the Assessment of Current Performance in the Safety Outcome section of the CFSP.
- CWS2041: Child Fatality Investigations – 2 days (classroom): This course is for FSSs who conduct CPS investigations and is recommended for supervisors the work of CPS investigations. During this interactive course, learners will explore the critical issues that impact the investigation of child fatalities and practice essential skills to perform the more complex and challenging aspects of these investigations.

Topics include:

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

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

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

- CWS4080W: Kinship Care in Virginia – (Major Revision): 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 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 workers assess and plan with families; deepen understanding of the importance of cultural competency and the dangers of stereotyping the families who are potential relative caregivers; and examine the process for determining relatives' capacity and motivation to provide safe and stable placements and serve as potential permanency resources for children who need out-of-home care.

Prerequisite is CWSE4060 and this revision was needed to train the new Permanency Assessment Tool.

LTD Training Dashboard

LTD utilizes a statewide LMS, the 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.

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.

2023 Course Completions

Calendar Year 2023 Family Services Instructor-led Course Completions

Courses: Instructor-led (ILT) and Virtual Instructor-led (VILT) W=Webinar	Events	Completion	Average
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		s	
CWS1000W: In-Home Services New Worker Guidance Training	11	232	21
CWS1021W: The Effects of Abuse and Neglect on Child and Adolescent Development	11	447	41
CWS1031W: Separation and Loss Issues in Human Services Practice	13	255	19
CWS1041W: Legal Principles in Child Welfare	10	269	27
CWS1061W: Family Centered Assessment in Child Welfare	21	478	23
CWS1071W: Family Centered Case Planning in Child Welfare	19	342	18
CWS1305W: The Helping Interview: Engaging Adults for Assessment and Problem-Solving	18	424	23
CWS2000.1W: Child Protective Services (CPS) New Worker	12	385	32
CWS2010W: In-Home Services Skills	6	100	17
CWS2011W: Intake, Assessment, and Investigation in Child Protective Services	13	302	23
CWS2020W: On Call for Non-CPS Workers	8	149	19
CWS2021W: Child Sexual Abuse	10	244	24
CWS2031W: Sexual Abuse Investigations	9	158	18
CWS2141W: Out of Family Investigations	8	200	25
CWS3000.1W: Foster Care New Worker Training	12	253	21
CWS3010W: Adoption New Worker Training	8	159	20
CWS3015W: Adoption Assistance	10	89	9
CWS3021W: Promoting Birth and Foster Parent Partnerships	6	83	14
CWS3041W: Working with Children in Placement	6	92	15
CWS3061W: Permanency Planning with Teens	5	50	10
CWS3071W: Concurrent Permanency Planning	9	177	20
CWS3081W: Promoting Family Reunification	7	97	13
CWS4015: Trauma-informed Child Welfare Practice: Identification and Intervention (Classroom)	27	322	12
CWS4020: Engaging Families and Building Trust-Based Relationships (Classroom)	26	289	11
CWS4030W: Family Partnership Meeting Facilitator Training	2	84	42
CWS4080W: Kinship Care in Virginia	19	425	22
CWS5011W: Case Documentation	22	521	24
CWS5305W: Advanced Interviewing: Motivating Families for Change	18	316	18
CWS5307W: Assessing Safety, Risk, and Protective Capacity	17	396	23
DVS1001W: Understanding Domestic Violence	19	379	20
DVS1031W: Domestic Violence and its Impact on Children	17	272	16
SUP5701: Principles of Leadership	8	101	13
SUP5702: Management of Communication, Conflict, and Collaboration	5	60	12
SUP5705: Trauma-Informed Leadership and Developing Organizational Resilience Culture	4	33	8
Sum or Average	416	8183	

Calendar Year 2023 Family Services Online Course Completions

Content Title	Completions
VDSS - CWSE1002: Exploring Child Welfare (Module 1)	338
VDSS - CWSE1002: Exploring Child Welfare (Module 2)	489
VDSS - CWSE1002: Exploring Child Welfare (Module 3)	478
VDSS - CWSE1002: Exploring Child Welfare (Module 4)	477
VDSS - CWSE1006: Reasonable Candidacy (Candidacy Determination)	179
VDSS - CWSE1041: Legal Principles in Child Welfare	306
VDSS - CWSE1050: VEMAT Rater Training (Module 1)	92
VDSS - CWSE1050: VEMAT Rater Training (Module 2)	88
VDSS - CWSE1050: VEMAT Rater Training (Module 3)	85
VDSS - CWSE1050: VEMAT Rater Training (Module 5)	81
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) – CPS (Module 1)	383
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 2)	402
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 3)	361
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 4)	365
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 1)	209
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 2)	200
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 3)	200
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 4)	199
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 5)	194
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 6)	192
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 7)	184
VDSS - CWSE1510: Structured Decision Making in Virginia (Module 1)	366
VDSS - CWSE1510: Structured Decision Making in Virginia (Module 2)	373
VDSS - CWSE1510: Structured Decision Making in Virginia (Module 3)	372
VDSS - CWSE1510: Structured Decision Making in Virginia (Module 4)	341
VDSS - CWSE1510: Structured Decision Making in Virginia (Module 5)	353
VDSS - CWSE1515: Introduction and Intake (module 1)	214
VDSS - CWSE1515: Safety Assessment (module 2)	210
VDSS - CWSE2020: On Call for Non-CPS Workers	185
VDSS - CWSE2021W: Child Sexual Abuse Dynamics	235
VDSS - CWSE2090: Injury Identification in Child Welfare	225

VDSS - CWSE2141W: Introduction to Out of Family Investigation	205
VDSS - CWSE3015: Adoption Assistance Screening Tool	38
VDSS - CWSE3020 Educational Stability for Children and Youth in Foster Care	3
VDSS - CWSE3030: Normalcy for Youth in Foster Care	152
VDSS - CWSE3040: Introduction to Virginia and Neighboring Tennessee Borders	11
VDSS - CWSE3042: Interstate Compact on the Placement of Children (ICPC)	49
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 1)	2
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 2)	3
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 3)	4
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 4)	4
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 5)	4
VDSS - CWSE4000: Identifying Sex Trafficking in Child Welfare	343
VDSS - CWSE4015: Introduction to Trauma-Informed Child Welfare Practice	254
VDSS - CWSE4025: AFDC Relatedness (Module 3)	50
VDSS - CWSE4025: Annual Judicial Reviews (Module 5)	40
VDSS - CWSE4025: Determining initial Title IV-E eligibility (Module 2)	55
VDSS - CWSE4025: Getting started in Title IV-E (Module 1)	78
VDSS - CWSE4025: Payment Accuracy (Module 6)	40
VDSS - CWSE4025: Placement and Licensing (Module 4)	44
VDSS - CWSE4030: Introduction to Family Partnership Meetings	146
VDSS - CWSE4050: Psychotropic Medications and the Child Welfare System	272
VDSS - CWSE4051 Psychotropic Medication Consenter	48
VDSS - CWSE4060: Family Search and Engagement	524
VDSS - CWSE5011: Case Documentation	465
VDSS - CWSE5020: Introduction to the Indian Child Welfare Act (ICWA)	107
VDSS - CWSE5501: Substance Abuse (Module 1)	204
VDSS - CWSE5501: Substance Abuse (Module 2)	201
VDSS - CWSE5501: Substance Abuse (Module 3)	191
VDSS - CWSE5501: Substance Abuse (Module 4)	187
VDSS - CWSE5692: Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect	552
VDSS - CWSE6000: State Hotline	22
VDSS - CWSE6010: Working with Families of Substance Exposed Infants Module 1	300
VDSS - CWSE6010: Working with Families of Substance Exposed Infants Module 2	258
VDSS - CWSE7000: Family First in Virginia (Module 1- Overview of Family First)	198
VDSS - CWSE7000: Family First in Virginia (Module 2- Opening an In-Home Services Case)	184
VDSS - CWSE7000: Family First in Virginia (Module 3- Service Planning for In-Home Services)	116
VDSS - CWSE7000: Family First in Virginia (Module 4- Monitoring the Delivery of In-Home Services)	151
VDSS - CWSE7000: Family First in Virginia (Module 5- Goal Achievement and Case Closure)	128

VDSS - FSWEB1000: Psychotropic Medications and Issues in Foster Care	31
VDSS - FSWEB1001: Getting Started with Coaching	12
VDSS - FSWEB1003: The Journey to Practice Enhancement	10
VDSS - FSWEB1004: Diversion Data Reporting Tool Pilot Project	1
VDSS - FSWEB1005: Fostering Futures Transmittal Training	7
VDSS - FSWEB1008: Adoption Resources Exchange of Virginia (AREVA) & AdoptUSKids	1
VDSS - FSWEB1009: The Role of CPS in Supporting Fatality Review Teams	4
VDSS - FSWEB1010: Child Protective Services Appeals Training	36
VDSS - FSWEB1011: Using the Practice Profiles Assessment Toolkit	8
VDSS - FSWEB1012: CPS Regulations Revised 2017	5
VDSS - FSWEB1013: The Coaching Conversation	11
VDSS - FSWEB1015: Educational Stability for Children in Foster Care	13
VDSS - FSWEB1016: Virginia Children's Services Practice Model Implementation Study	4
VDSS - FSWEB1018: Virginia's Title IV-E Child Welfare Stipend Program New Student Orientation	3
VDSS - FSWEB1019: Case Documentation in Child Welfare	60
VDSS - FSWEB1020: APS Case Documentation	24
VDSS - FSWEB1021: Overview of the JLARC Improving Virginia's Foster Care System Report	2
VDSS - FSWEB1022: Promoting Safe and Stable Families Program (PSSF)	12
VDSS - FSWEB1024: Substance Exposed Infant Decision Tree Tool	20
VDSS - FSWEB1026: This Is Trauma Informed FPM Facilitation: Fidelity to the Model	143
VDSS - FSWEB1027: Swift and Savvy Actions to Improve Safety Outcomes	16
VDSS - FSWEB1028: It's All Relative – Supporting Kinship Care	25
VDSS - FSWEB1029: Quality Visits and Visitation	18
VDSS - FSWEB1030: Supervision of Trauma Informed Practice	11
VDSS - FSWEB1035: Resource, Foster and Adoptive Home Approval	16
VDSS - FSWEB1036: Domestic Violence Decision Tree Tool	28
VDSS - FSWEB1037: Welcome to the Leadership Institute	6
VDSS - FSWEB1040: Promoting Safe and Stable Families (PSSF)	8
VDSS - FSWEB1043: Revised SDM Intake Tool	9
VDSS - FSWEB1044: Practice Foundations Guidance and Engagement	286
VDSS - FSWEB1046: In-Home Services Kick Off Supervisor and Family Support Specialist	1
VDSS - FSWEB1047: Creating a Kin-First Culture - The Value of Kinship Care	21
VDSS - FSWEB1048: Creating a Kin-First Culture: How to Maintain Family Connections and Work with Kin	21
VDSS - FSWEB1049: Creating a Kin-First Culture: Making Informed Choices: Kinship Placement and Permanency Options	10
VDSS - FSWEB1050: Resource Family Transmittal Training	5
VDSS - FSWEB1051: In-Home Support Webinar: Are you a random decision maker?	5
VDSS - FSWEB1053: In-Home - What Do You Need to Know?	49
VDSS - FSWEB1054: In-Home - Collective Assessment and Planning	17

VDSS - FSWEB1055: In-Home – Assessment Driven Service Delivery	37
VDSS - FSWEB1056: In-Home - Behavior-Based Safety Goal Attainment	33
VDSS - FSWEB1057: In-Home: Engaging Relatives for Assessment and Planning	34
VDSS - FSWEB1058: In-Home: Engaging Fathers in Assessment and Planning	36
VDSS - FSWEB1059: In-Home Guidance Transmittal Training	21
VDSS - FSWEB1061: Foster Parent Bill of Rights and Dispute Process and Resource Family Training	7
VDSS - FSWEB1062: Child Fatality Decision Tree Tool	9
VDSS - FSWEB1063: Child Fatality Investigative Team Collaboration	2
VDSS - GAME4000: Engagement in Action	8
VDSS - SUPE5710W: Coaching Overview	3
VDSS- CWSE5000 Preventing Premature Case Closure in In-Home Services	132
Total	15290

New Solutions

VDSS is exploring solutions to improve data collection for needed training based on new hires. VDSS is in the process of deploying a new LMS called HR Connect that will utilize all human resources hiring data and the LMS training completions. Efforts are also underway to improve data collection regarding training attendance and completions.

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

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.

Course 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.

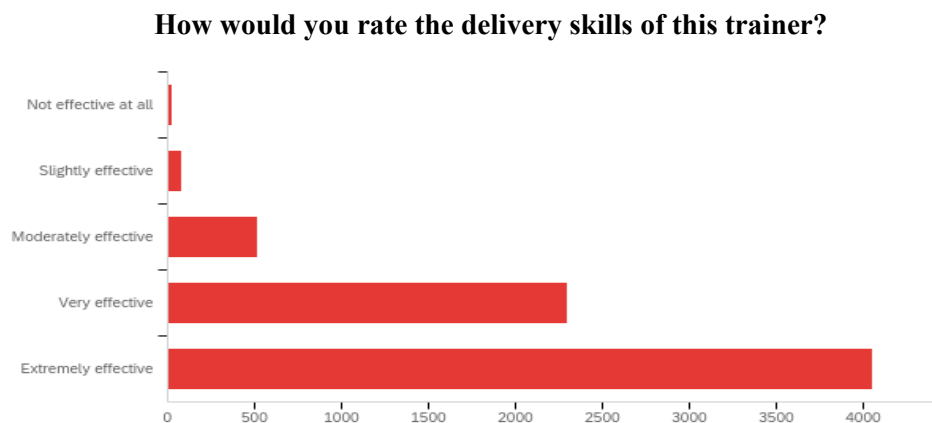
2023 Important Findings

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)

CY23 Child Welfare Aggregate Survey Results

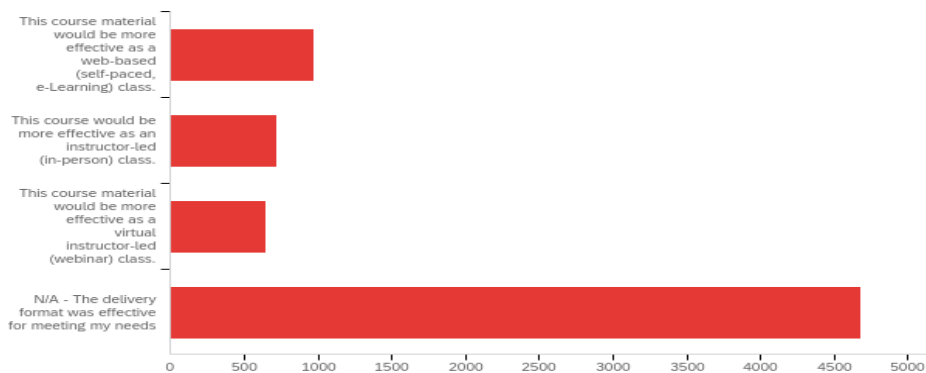
The following analysis of seven key data points were selected for reporting during this timeframe:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate the delivery skills of this trainer?	1.00	5.00	4.48	0.71	0.50	6977

#	Answer	%	Count
1	Not effective at all	0.27%	19
2	Slightly effective	1.13%	79
3	Moderately effective	7.41%	517
4	Very effective	33.02%	2304
5	Extremely effective	58.16%	4058
	Total	100%	6977

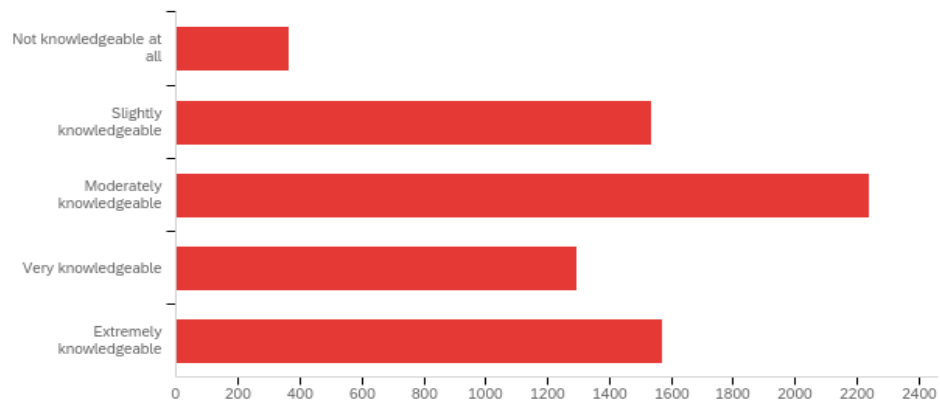
Consider the format of this course (webinar or in-person). In what ways might this course benefit from a different delivery format?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Consider the format of this course (webinar or in-person). In what ways might this course benefit from a different delivery format?:	1.00	4.00	3.29	1.11	1.24	7008

#	Answer	%	Count
1	This course material would be more effective as a web-based (self-paced, e-Learning) class.	13.81%	968
2	This course would be more effective as an instructor-led (in-person) class.	10.20%	715
3	This course material would be more effective as a virtual instructor-led (webinar) class.	9.20%	645
4	N/A - The delivery format was effective for meeting my needs	66.78%	4680
	Total	100%	7008

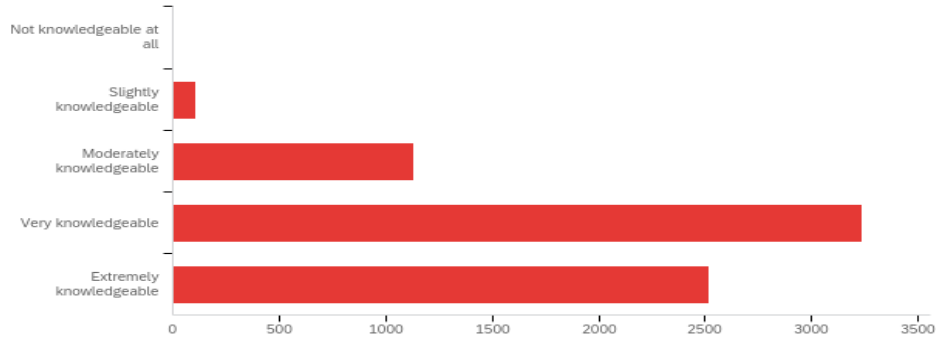
Please rate your knowledge of this subject prior to the training:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please rate your knowledge of this subject prior to the training:	1.00	5.00	3.31	1.19	1.41	7010

#	Answer	%	Count
1	Not knowledgeable at all	5.19%	364
2	Slightly knowledgeable	21.91%	1536
3	Moderately knowledgeable	31.97%	2241
4	Very knowledgeable	18.49%	1296
5	Extremely knowledgeable	22.44%	1573
	Total	100%	7010

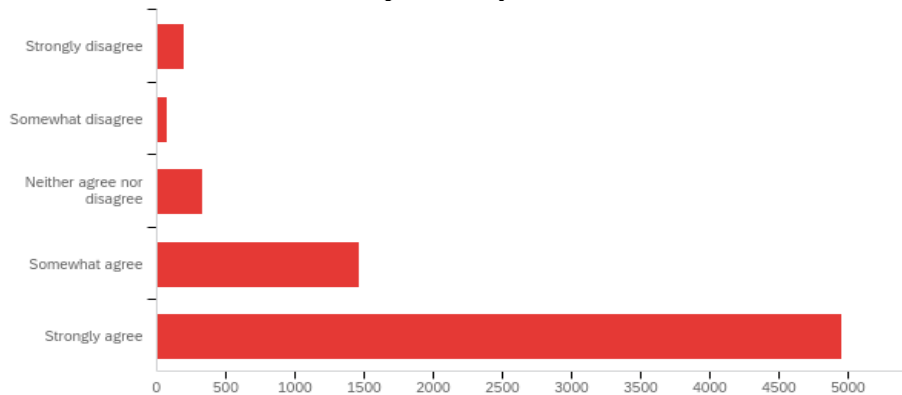
Please rate your knowledge of the subject after the training



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please rate your knowledge of the subject after the training	1.00	5.00	4.17	0.75	0.56	6994

#	Answer	%	Count
1	Not knowledgeable at all	0.09%	6
2	Slightly knowledgeable	1.47%	103
3	Moderately knowledgeable	16.11%	1127
4	Very knowledgeable	46.31%	3239
5	Extremely knowledgeable	36.02%	2519
	Total	100%	6994

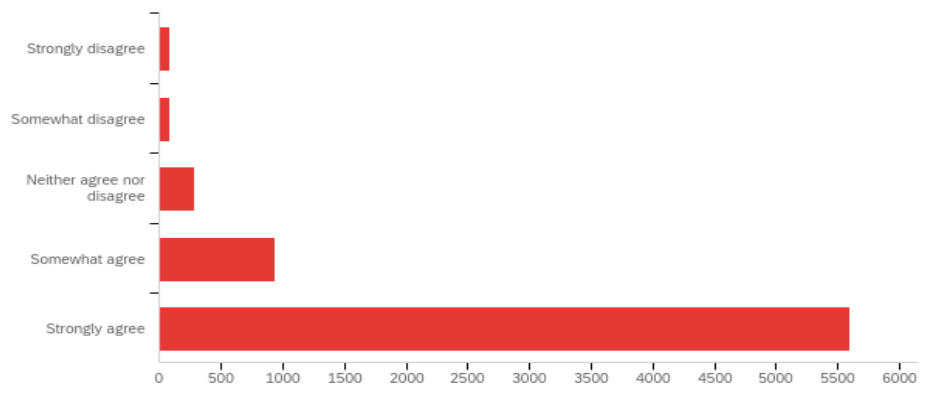
The course materials, resources, and handouts in this course were helpful for my learning or will be helpful in my work:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The course materials, resources, and handouts in this course were	1.00	5.00	4.56	0.85	0.73	7004

#	Answer	%	Count
1	Strongly disagree	2.74%	192
2	Somewhat disagree	0.99%	69
3	Neither agree nor disagree	4.73%	331
4	Somewhat agree	20.87%	1462
5	Strongly agree	70.67%	4950
	Total	100%	7004

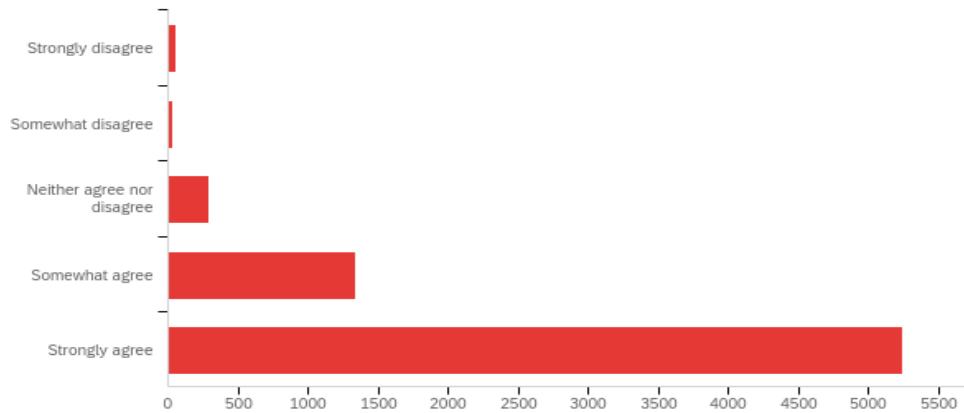
My supervisor supported my ability to focus on training, and I was not disrupted by other responsibilities:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My supervisor supported my ability to focus on training, and I was not disrupted by other responsibilities.	1.00	5.00	4.70	0.71	0.50	6980

#	Answer	%	Count
1	Strongly disagree	1.13%	79
2	Somewhat disagree	1.17%	82
3	Neither agree nor disagree	4.13%	288
4	Somewhat agree	13.37%	933
5	Strongly agree	80.20%	5598

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The course content will improve my practice and ability to perform my responsibilities.	1.00	5.00	4.68	0.64	0.42	6947

#	Answer	%	Count
1	Strongly disagree	0.76%	53
2	Somewhat disagree	0.43%	30
3	Neither agree nor disagree	4.09%	284
4	Somewhat agree	19.23%	1336
5	Strongly agree	75.49%	5244
	Total	100%	6947

Leadership Support and Training

Supervisory Leadership

LTD continues to address learning reinforcement and coaching by supervisors when a worker returns from training. Supervisors are emailed course specific TOL activities for the supervisor to implement when the learner returns to on-the-job activities.

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 guide topics include Behavior-Based Plans, Child and Family Team Meetings, Safety and Support Circles, Safety Planning, Solution-Focused Questions, and The Three House Assessment. In 2023, FPMs were added as a quick guide topic. 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 VDSS' FPM model.

LTD began providing the Leadership Institute core supervisor training in cohort two-day classroom training events recently, as these courses were not trained during the pandemic.

Additionally, planned implementation of a post-training survey to learners and their supervisors at three intervals measure the impact of training on the learner's ability to perform their job duties. This training evaluation measure is slated to begin July 1, 2024, with quarterly results being collected and shared with the CQI and QAA teams to measure the TOL in training with the skills being demonstrated on the job.

Executive Leadership

LTD partnered with the VLSSE and the Professional Development Committee to offer a new quarterly cohort of four non-consecutive days, EIL6000: Foundations for Executives. This training provides key executive training for all new directors of LDSS. During 2023, three classes were offered with a total of 20 participants.

Cost Allocation Report

During 2023, LTD staff met with VDSS Division of Finance staff to review the Virginia Child Welfare State Training Plan Matrix and the cost allocation report process for all required child welfare training. Through this process, costs were allocated on a quarterly basis to appropriate state and federal grants and programs. The results are as follows:

- The COVL LMS Administrator is charged with verification of completion of all classroom training conducted quarterly.
- Each course is provided with a cost code and verified by a Financial Analyst from the VDSS Federal Accounting Branch.
- When a new course is requested to be placed in the COVLC, the course owner is required to verify the cost code via the VLC Learning Management System Administrator and validate the cost code with the appropriate representation of the VDSS Federal Accounting Branch.
- At the end of the quarter, the LMS Administrator will report against the COVLC and submit the quarterly report to the VDSS Federal Accounting Branch.

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

Fifty-nine LDSS submitted plans to provide local training in 2023. Approved training at the enhanced rate, or 75%, subject to the penetration rate, was projected to be \$1,725,065 with actual expenditures at \$498,937.90. Approved training at the 50% rate, subject to the penetration rate, was projected to be \$230,386 with actual expenditures at \$261,129.

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 2024 Updates

In FY24, 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 2023, there were 31 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 will begin in FY25 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 FY24, VDSS is partnering with George Mason, Norfolk State, Radford, and Virginia Commonwealth Universities. Plans are being developed to add Virginia State University for FY25 in the spring semester.

FY23 Graduates

Total Graduates FY23	31
Employed %	74.10%
Repayment %	12.90%
Deferred for MSW Program %	12.90%

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

FY 2025 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	\$258,731.00	\$35,259.00	\$293,990.00
Virginia Commonwealth	\$472,972.78	\$55,858.16	\$528,830.94
George Mason	\$256,342.65	\$25,762.36	\$282,105.01
Norfolk State	\$325,137.20	\$26,996.39	\$352,133.59
Virginia State*	\$54,750.00	\$14,100.00	\$68,850.00
Grand Totals	\$1,367,933.63	\$157,975.91	\$1,525,909.54

**Virginia State will start in the spring semester with just a coordinator to establish the program. The full program with stipends will begin FY26 in the fall. -*

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 2024 Updates

CWEEAP currently has 2 LDSS employees enrolled. Marketing efforts are underway, including presenting at conferences, email communications, and social media posts, to increase enrollment.

FY 2025 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