



Updated FFY 2025-2029
Child and Family Services Plan
Training Plan

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Health and
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New Worker Training Requirements

The Iowa Department of Health and Human Services (HHS) requires newly hired social work staff to complete the New Worker Training Plans by the timeframes specified for each course. The New Worker Training Plans serve as a roadmap of the training requirements within the first year of hire. Please see Attachments 8D1 and 8D2.

SWCM training prior to caseload assignments is as follows:

New Social Work Case Managers (SWCMs) must complete the initial four days of *SW 020 Foundations of Social Work Case Manager Practice* before assignment to any cases. Following this classroom time, learners will participate in a month-long field learning experience before they return to the classroom for four days during the second part of *SW 020*.

Newly hired staff will work with their mentors on no more than 10 cases during their field learning experience prior to the completion of *SW 020*. Suggested types of cases to avoid assigning during the field learning experience timeframe include:

- Sexual abuse cases
- Severe physical abuse
- Previous terminations
- Medical neglect cases
- Child death
- Cases that have multiple CPS substantiation
- Severe domestic violence in the home

CPW training prior to caseload assignments is as follows:

New Child Protection Workers (CPWs) must complete the initial four days of *CP 200 Fundamentals for Child Protection Worker Practice* before assignment of any cases. Following this classroom time, learners participate in a month-long field learning experience before they return to the classroom for the second part of *CP 200*, which is four days in length.

Newly hired staff receive no more than six Family Assessment or Child in Need of Assistance (CINA) cases during their field learning experience prior to the completion of *CP 200*. The second half of *CP 200* is scheduled months in advance and therefore there are no delays in delivering this training timely. New workers are typically assigned a mentor. In cases where a mentor is unavailable due to staffing issues, it is expected the supervisor of the new worker will complete and document all of the mentoring activities with the staff.

HHS reporting tracks the average length of time between new worker hire dates and the start of new worker training (*SW 020/CP 200*), enabling HHS to better assess the length of time it takes to initiate core training for new workers in their first three months of employment. See data tables below.

Table 1a: New Worker Timeframes Data by State Fiscal Year (SFY) – Social Work Case Managers (SWCMs)

	Average Days to Start of 020/200	# (%) within 30 Days of Hire	# (%) within 60 Days of Hire	# (%) within 90 Days of Hire	# (%) more 90 Days of Hire
SFY 2025 New SWCMs (85)	30.5	46 (54%)	32 (38%)	6 (7%)	1 (1%)
SFY 2024 New SWCMs (89)	29.5	46 (52%)	41 (46%)	1 (1%)	1 (1%)
SFY 2023 New SWCMs	27.5	53 (53%)	43 (43%)	4 (4%)	
SFY 2022 New SWCMs	25.6	54 (61%)	32 (36%)	3 (3%)	
SFY 2021 New SWCMs	27.4	44 (61%)	24 (33%)	4 (6%)	
SFY 2020 New SWCMs	24	48 (59%)	34 (41%)	0 (0%)	
Data Source: HHS					

There has been a steady increase in the average number of days between employment start and the start of SWCM new worker training over the past three SFYs, but the increase is minimal and overall new SWCMs are able to access new worker training within 30 days of their start of employment on average. *SW 020 Foundations of Social Work Case Manager Practice* is offered every two months.

Table 1b: New Worker Timeframes Data by State Fiscal Year (SFY) – Child Protective Workers (CPWs)

	Average Days to Start of 020/200	# (%) within 30 Days of Hire	# (%) within 60 Days of Hire	# (%) within 90 Days of Hire	# (%) more 90 Days of Hire
SFY 2025 New CPWs (47)	21.2	32 (68%)	15 (32%)	0 (0%)	
SFY 2024 New CPWs (48)	22.0	31 (65%)	15 (31%)	2 (4%)	
SFY 2023 New CPWs	26.7	16 (50%)	15 (47%)	1 (3%)	
SFY 2022 New CPWs	25.9	25 (52%)	22 (46%)	1 (2%)	
SFY 2021 New CPWs	25.3	26 (60%)	17 (40%)	0 (0%)	
SFY 2020 New CPWs	27	22 (63%)	9 (26%)	4 (11%)	
Data Source: HHS					

There has been an overall decrease in the average number of days between employment start and the start of CPW new worker training over the past five SFYs. Overall, new CPWs are able to access new worker training within 30 days of their start of employment on average. *CP 200 Foundations of Child Protection Worker Practice* is offered every two months.

Update to Supports provided during the in-service training period

Service Training Team Structure Enhancements

In 2025, the Service Training Team hired a Service Area (SA) trainer for each of the five service areas. These positions were created to address training needs at the local level, supporting both new employees and experienced staff. Additionally, these trainers play a key role in implementing statewide training practices within their respective service areas.

SP 001 New Worker Cohort

A new requirement for new workers this year is *SP 001 New Worker Cohort*. New CPWs and SWCMs who start in the same month will be assigned to a cohort, and one of the SA trainers will be the lead for that cohort. The New Worker Cohort will include 13 sessions which will be completed within the first six months. This program is designed to build upon and supplement the foundational knowledge acquired in *SW 020 Foundations of Social Work Case Manager Practice* or *CP 200 Foundations of Child Protection Worker Practice*. Participants will enhance their skills and knowledge through a combination of interactive sessions, case studies, and hands-on activities, aimed at reinforcing key concepts and expanding on the foundational coursework.

New Worker Course Registration Demonstration

The SA trainers facilitate the New Worker Course Registration Demonstration every two weeks via Microsoft Teams. The intent of the webinar is to:

- Explain the roles of the members of the Service and CWIS Help Desks
- Explore the New Worker Training – Travel Guidance, including policies and processes
- Demonstrate how to navigate the HHS SharePoint, including how to access the New Worker Training Plans, the Field Experience Learning Guides and the Mentoring Program documents
- Illustrate how to use Workday Learning, including locating and registering for trainings
- Review expectations for workers during trainings, including attendance and conduct

Service Area (SA) Trainer Support with Child Welfare Systems

The SA trainers will be reaching out to each new worker to offer a one-on-one session with them during which they will do hands-on JARVIS and FACS training. New workers are expected to complete the virtual systems training for their position between Part One and Part Two of *SW 020 Foundations of Social Work Case Manager Practice* or *CP 200 Foundations of Child Protection Worker Practice*. The SA trainers will reach out to each new worker after they have completed Part Two of their foundational course to schedule a time to meet in person or via Teams to discuss FACS and JARVIS, specifically any areas where the new worker is struggling or confused. The SA trainer will also review when a new worker should contact their mentor, supervisor or the SA trainer with a system question versus when to contact the CWIS Help Desk for assistance.

Service Area (SA) Trainers Weekly Office Hours

The SA trainer weekly office hours are meant to provide workers with an opportunity to ask questions or seek assistance from the SA trainer on a consistent basis.

Mentoring Program

Since the last reporting period, HHS has introduced a more formalized approach to its mentoring program by implementing a Mentoring Tracking Log. This log records the participants involved in the mentoring process for each new worker, along with the signed mentoring agreement and the Skills Assessment for New Workers.

Ongoing Worker Training Requirements

HHS requires social work staff to complete a minimum of 15 training hours each state fiscal year (e.g., July 1, 2024 – June 30, 2025). New trainings are developed each year, many of

which are mandatory for all or the majority of our staff to take. These mandatory trainings count toward meeting the 15-hour minimum.

Updates to Strategies to Align Ongoing Training with Job Responsibilities

Service Area (SA) Trainers Child and Family Services Reviews

The SA Trainers will be completing Child and Family Services Reviews on a monthly basis in collaboration with the Bureau of Quality Assurance & Improvement. The SA Trainers will use these reviews to identify larger trends in their Service Area which may need to be addressed.

Service Area (SA) Trainers Identifying Training Needs

The SA Trainers will identify training needs within their Service Area through their monthly Child and Family Services Reviews, requests from Supervisors or Social Work Administrators (SWAs) made through the SA Trainer Request Form or discussions with workers. Once a training need has been identified, the SA Trainer will develop a curriculum, schedule a date and host the training for the county or Service Area. These trainings will also be open for other areas to attend as well if the material is applicable. The curricula the SA Trainers develop will be housed in a centralized location, allowing for other SA Trainers to utilize them and ensuring statewide consistency.

HHS Service Training Committee and Training Proposal Process

The Training Committee consists of 24 members, encompassing a diverse group of roles within the organization. This includes Social Work Administrators (SWAs), Supervisors, Social Work Case Managers (SWCMs), Child Protection Workers (CPWs), an Abuse Intake Mentor, Dedicated Statewide Trainers, Service Area Trainers, the Support and Training Bureau Chief, the Training Support Manager, the Training Unit Manager and the Case Management Program Manager. One of the key responsibilities of the Training Committee is to select new training initiatives for the coming fiscal year via a formalized training proposal process.

The training proposal process is designed to encourage and facilitate both internal agency staff and external entities in submitting proposed trainings for Child Protective Services staff. Potential proposers, including both internal agency staff and external entities, are provided with the most pressing training needs, as identified through a Learning Needs Survey conducted in the field. The Child Protective Services Training Committee reviews the submitted proposals to identify and select the ones that best meet the identified needs of the field.

Post-Training Course Evaluations

After the training, a seven-question survey is administered to learners via the learning management system (LMS) and is available for completion up to 30 days. The survey contains questions identifying position, time in the field, ability to apply content, likelihood to recommend, effectiveness of course engagement, and modality appropriateness.

Table 2a: SWCM Ongoing Course Evaluations (includes all courses except 200, 202, 020)

	I will be able to apply on the job what I learned during this session. (1 being the lowest and 5 being the highest) (AVERAGE)	How likely is it that you would recommend this training to another person in your position? (0 being the lowest and 10 being the highest) (AVERAGE)
SFY 2025	4.47	8.33
SFY 2024	4.34	8.17
SFY 2023	4.39	8.14
SFY 2022	4.32	8.12
SFY 2021	4.33	8.21
SFY 2020	4.29	8.34

Data Source: LMS

Ratings of trainings taken by more tenured SWCMs (those having completed new worker training requirements) have steadily increased in both areas of measure over the past five SFYs.

Table 2b: CPW Ongoing Course Evaluations (includes all courses except 200, 202, 020)

	I will be able to apply on the job what I learned during this session. (1 being the lowest and 5 being the highest) (AVERAGE)	How likely is it that you would recommend this training to another person in your position? (0 being the lowest and 10 being the highest) (AVERAGE)
SFY 2024	4.41	8.21
SFY 2023	4.24	7.77
SFY 2022	4.34	8.00
SFY 2021	4.32	8.11
SFY 2020	3.99	7.58

Data Source: LMS

There was a fairly negligible decrease in ratings of trainings taken by more tenured CPWs (those having completed new worker training requirements) in both areas of measure over this past SFY.

Table 2c: Supervisors Ongoing Course Evaluations (includes all courses except 200, 202, 020)

	I will be able to apply on the job what I learned during this session. (1 being the lowest and 5 being the highest) (AVERAGE)	How likely is it that you would recommend this training to another person in your position? (0 being the lowest and 10 being the highest) (AVERAGE)
SFY 2025	4.52	8.31
SFY 2024	4.45	8.49
SFY 2023	4.38	8.34
SFY 2022	4.34	8.27
SFY 2021	4.35	8.33

Data Source: LMS

There has been a steady increase in ratings of trainings taken by Supervisors over the past five SFYs related to supervisor ability to apply learned concepts and practices on the job. There was a fairly negligible decrease in ratings related to the likelihood of recommending the training over this past SFY.

Planned Activities to Improve Performance

Item 26: Initial Staff Training

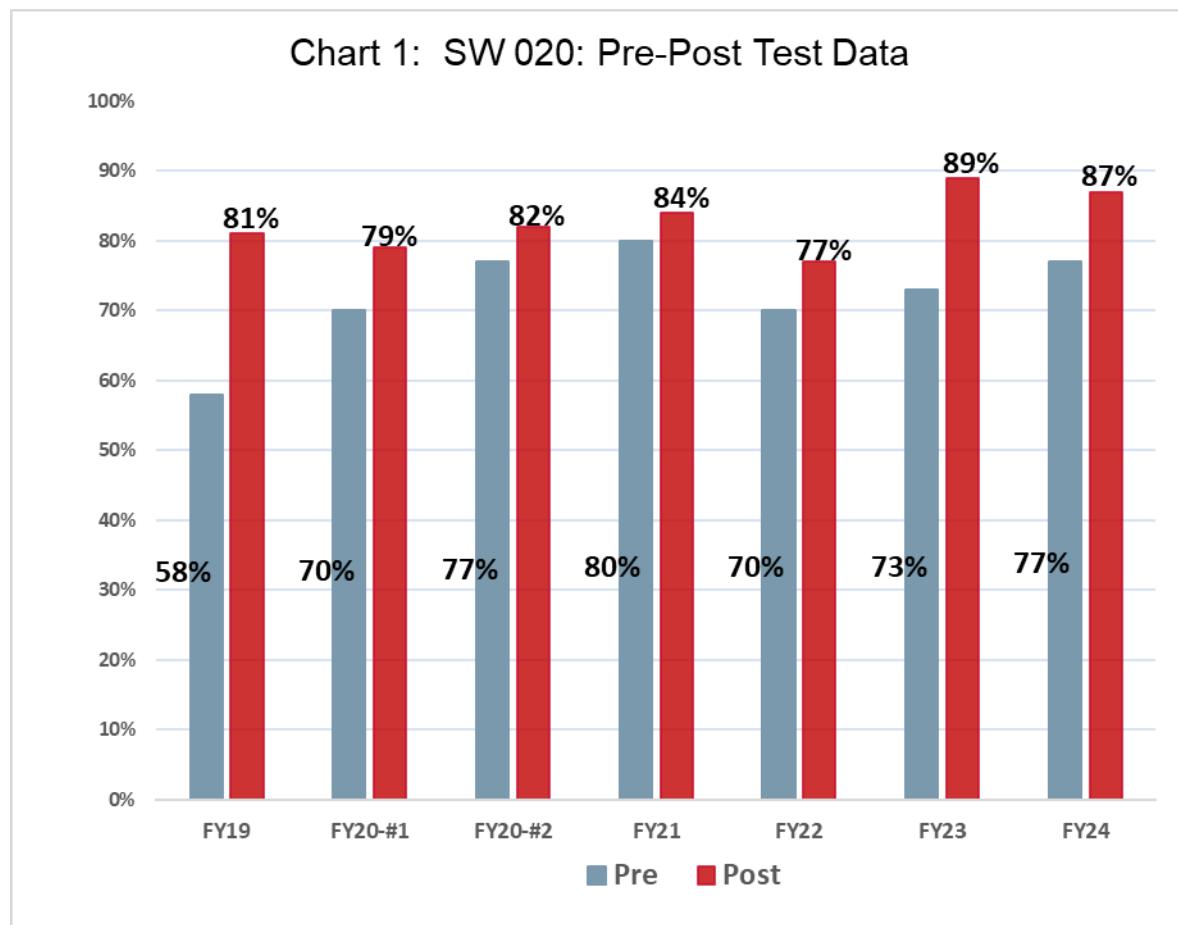
Goal 1: Assess and monitor the perceived effectiveness of Child Protective Services staff trainings for new workers.

Strategies to reach this goal include:

Pre/Post-Tests for SW 020 and CP 200:

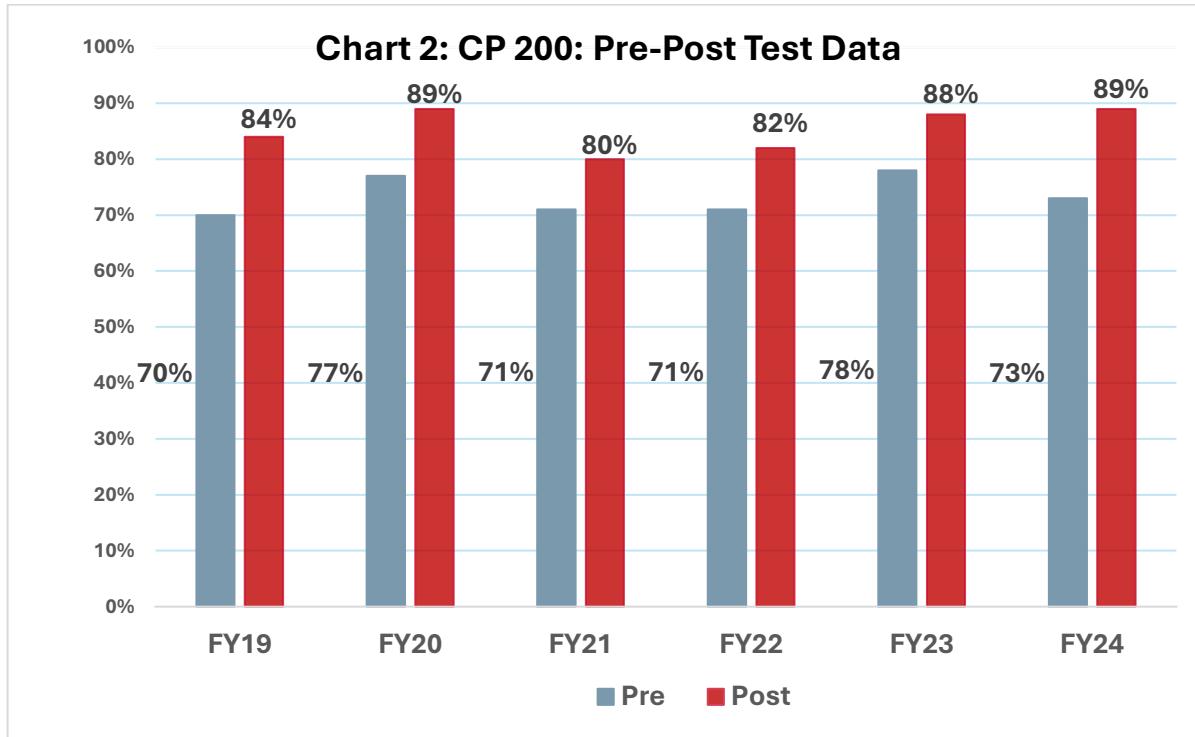
Knowledge checks are administered before and after the training to measure learners' growth in course content knowledge. These results help inform assessments of course efficacy. During the annual course review, the training team critically analyzes questions frequently marked incorrectly and then determines if the course content needs to be enhanced or if the question itself should be updated.

Chart 1: SW 020: Pre-Post Test Data



Data Source: LMS

- The biggest improvement in scores between pre- and post-tests occurred in SFY 2024, with an increase of 16 percentage points. Conversely, the smallest change was observed in SFY 2021, with a more modest increase of 9 percentage points.
- In SFY 2024, the pre-test score decreased by 5 percentage points compared to SFY 2023, while the post-test score increased by 1 percentage point. Notably, the gap between the two scores widened from 12 percentage points to 16 percentage points.
- Starting in SFY 2025, the pre-and post-test environment transitioned from the LearnSoft LMS to Workday LMS.



Data Source: LMS

- As illustrated in the figure above, the biggest improvement in scores between pre- and post-tests occurred in SFY 2024, with an increase of 16 percentage point.
- In SFY 2024, the pre-test score decreased by 5 percentage points compared to SFY 2023, while the post-test score increased by 1 percentage point. Notably, the gap between the two scores widened from 12 percentage points to 16 percentage points.
- In SFY 2024, the order of test questions was changed and two questions were added.
- Starting in SFY 2025, the pre-and post-test environment transitioned from the LearnSoft LMS to Workday LMS

Post-Training Evaluations Net Promoter Score for SW 020 and CP 200

The post-training evaluation allows learners to provide feedback on how the training could be improved. The Net Promoter Score (NPS) asks learners to rate their likelihood to recommend the training to others in their position on a scale from 0 (not at all likely) to 10 (highly likely). The NPS is calculated by subtracting the percentage of detractors (those who rated their likelihood to recommend between 0-6) from the percentage of promoters (those

who rated their likelihood to recommend between 9-10). The NPS is a metric that is used across many different industries.

Table 3a: SWCM New Worker Course Evaluations

	I will be able to apply on the job what I learned during this session. (1 being the lowest and 5 being the highest) (AVERAGE)	How likely is it that you would recommend this training to another person in your position? (0 being the lowest and 10 being the highest) (AVERAGE)
SFY 2025 SWCM New Worker	4.82	9.07
SFY 2024 SWCM New Worker	4.70	8.89
SFY 2023 SWCM New Worker	4.78	9.02
SFY 2022 SWCM New Worker	4.68	9.09
SFY 2021 SWCM New Worker	4.77	9.15

Ratings for *SW 020 Foundations of Social Work Case Manager Practice* have increased this past SFY in both areas of measure.

Table 3b: CPW New Worker Course Evaluations

	I will be able to apply on the job what I learned during this session. (1 being the lowest and 5 being the highest) (AVERAGE)	How likely is it that you would recommend this training to another person in your position? (0 being the lowest and 10 being the highest) (AVERAGE)
SFY 2025 CPW New Worker	4.70	9.00
SFY 2024 CPW New Worker	4.79	9.36
SFY 2023 CPW New Worker	4.69	9.35
SFY 2022 CPW New Worker	4.67	9.27
SFY 2021 CPW New Worker	4.71	9.18

There was a fairly negligible decrease in ratings of *CP 200 Foundations of Child Protection Worker Practice* in both areas of measure over this past SFY.

Goal 2: Assess and monitor the transfer of learning from the classroom to practice for new Child Protective Services staff.

Strategies to reach this goal include:

SA Trainer Report Review

The SA Trainers will be available to review the new worker's first few assessments, case plans and/or court reports. The SA Trainer will review the reports as a first level screening for content, grammar and flow. The SA Trainer will provide the new worker with feedback in a timely manner to allow the worker to incorporate the changes prior to submitting the report to their supervisor for approval.

Field Experience Learning Guide Tasks

The CPW and CPW Supervisor Field Experience Learning Guide and the SWCM and SWCM Supervisor Field Experience Learning Guide delineate tasks that new workers will complete with the SA Trainers. These tasks may be completed through their cohort trainings or through a one-on-one session between the SA Trainer and the worker.

New Worker Check-In Survey

This newly developed survey is designed to measure a new worker's training and experience with mentoring as a new Child Protective Services worker during their first three months of employment. We do not have data to share as this survey was recently implemented.

Mentoring Self-Assessment:

New workers complete a mentoring self-assessment at the end of the mentoring period to assess their knowledge-level in different aspects of their role. The results of this survey will provide insight into the transfer of learning that occurs during the learner's first six months with HHS.

Social Worker II-CPS Case Manager

In the current federal fiscal year and over the next fiscal year, HHS will be exploring an opportunity to claim Title IV-E training funds for in-service, actual work experience training positions for Social Worker II trainees, which will be known as CPS Case Manager. This trainee position would allow the Social Worker II an ability to carry a significantly reduced caseload than that of a Social Worker III. This trainee position would allow the Social Worker II-CPS Case Manager to gain the necessary work experience, by having an extended amount of time to conduct training over the course of a year, rather than completing the classroom and field training in a condensed timeframe. This additional time spent as a trainee would also allow the Social Worker II-CPS Case Manager to have time to shadow other experienced Social Worker III staff or be assigned a mentor to therefore gain specific knowledge, skills, and abilities, upon receiving necessary feedback from their direct supervisor and completing essential onboarding tasks. The detailed feedback from the supervisor, increased time shadowing staff/mentor and the extended time for classroom training shall satisfy the requirements for claiming Title IV-E funds.

The enhanced supervision and onboarding tasks will help to facilitate a positive work experience for the Social Worker II-CPS Case Manager as they are assigned their caseloads to complete in the field. The HHS Supervisor shall review and determine what types of cases will be assigned to the trainee. Supervisor discretion will be used for assigning certain sensitive or complicated cases.

The trainee's performance will be closely tracked and monitored by the supervisor throughout the trainee's training period, by tools that can measure capacity and shall corroborate any feedback to the worker. The assessment tool will also categorize the timing schedule for supervision, such as daily, weekly or monthly check-ins.

Item 27 – Ongoing Staff Training

Goal 1: Enhance communication about training requirements and coursework for Ongoing Child Protective staff who have been with HHS for over one year.

Updates to Strategies to reach this goal are:

Ongoing Training Plan

In the coming state fiscal year, HHS intends to develop a formalized Training Plan each fiscal year for Ongoing Child Protective staff who have been with HHS for over one year. The training plan will evolve over each fiscal year as newly required courses are added to the plan when they are released to staff. The purpose of this Ongoing Training Plan is to provide staff with a summary of the coursework they are required to take in their role.

Bi-monthly Ongoing Training Announcement for HHS Child Protective Staff

Service Training now issues a communication sent every other month which serves to provide HHS Child Protective staff with a snapshot of the upcoming ongoing training (coursework not specifically for new workers). The announcement includes both required and non-required HHS training offerings that are available to ongoing staff.

Goal 2: Address the need for supervisory training that promotes the development of child welfare supervisory and management skills.

Updates to Strategies to reach this goal include:

Increase the training capacity of the Child Protective Services Support and Training team:

As mentioned earlier in this report, five Service Area Trainers have been added to the team, who are supervised by a Service Training Manager.

Provide bi-monthly webinars for supervisors on key changes to law, policy, and practice:

The purpose of these webinars is to keep supervisors informed of important changes that impact practice for Child Protective Services staff. These webinars are jointly facilitated by the Bureau of Child Welfare and Community Services as well as Service Help Desk staff. The webinars are offered every other month and are recorded for supervisors to access after the live offering.

Streamline HHS training opportunities for supervisors via Workday Learning:

HHS has now transitioned to using Workday Learning as the learning management system for Child Protective Services staff. This allows supervisors to participate in coursework offered by all of the divisions within HHS.

Provide supervisory specific training:

HHS will continue to develop topic-specific webinars specifically targeted for supervisors. The intent is to have more supervisory training that is co-facilitated with a Social Work Administrator and/or a supervisor and will be recorded for on-demand access. The topics will vary to include trending issues as well as overall best management practices. This strategy allows supervisors to enhance their management skills in short and simple increments of time. Two examples of supervisory-specific webinars offered in SFY 2025 include *CC 720 Supervisory Seminar: Introduction to the Service Area Trainers and Their Job Responsibilities* as well as *CC 721 Supervisory Seminar: Not Another Request for Information (RFI)! How to Prevent Them, Complete Them and Avoid Further Questions*.

Collaboration Strategies

Training Announcements

Training announcements about all HHS-sponsored learning opportunities are sent statewide to providers, tribal representatives, and various other partners.

Quarterly Meetings with Partners

During this state fiscal year, we resumed our quarterly meetings between the Bureau of Support and Training and representatives from the Coalition of Family and Children's Services in Iowa/Child Welfare Provider Training Academy (CWPTA). The Bureau of Support and Training has continued to provide training materials and recordings of HHS CPS trainings at the request of CWPTA staff, has engaged and responded to CWPTA questions regarding the Bureau's training structure and the content of miscellaneous HHS CPS trainings.

Lyssn Motivational Interviewing Training

Lyssn Motivational Interviewing is a joint training requirement for both HHS CPS Staff and Provider Partners. This unique eLearning provides opportunities for staff to practice their motivational interviewing skills with client vignettes. This training initiative is a great example of partnership and aligning practices across disciplines.

Incorporation of Lived Experiences

The Bureau of Support and Training staff continued to collaborate with the following groups to incorporate lived experiences into trainings:

- Child Advocacy Center
- Achieving Maximum Potential (AMP)
- County Attorneys
- Chief Justice Christensen of the Iowa Supreme Court
- Safe Babies Court
- Court Appointed Special Advocates
- Caring Dads Program
- Parent Partner Program
- St. Luke's Child Protection Center
- Iowa Department of Corrections
- Connect and Protect Team
- The Safe at Home Program
- Safe & Together Institute
- The Iowa Office to Combat Human Trafficking
- Multidisciplinary Team
- HHS leadership
- HHS Training Committee