

**Core Leadership Competencies  
for Local CSA Leaders,  
Community Policy and  
Management Teams, and  
Family Assessment and  
Planning Teams**

DRAFT

**Report from the State and Local Advisory Team**

**August 2021**

Item 292 H. of the Appropriation Act which directs that “in the odd-numbered years, the State Executive Council shall biennially publish and disseminate ... a progress report on services for children, youth, and families and *a plan for such services for the succeeding biennium.*” This plan has been referred to as the SEC Strategic Plan.

In accordance with this directive, in December 2019, the State Executive Council for Children’s Services (SEC) adopted and disseminated the Strategic Plan (the Plan) for the 2021-2022 biennium. The Plan was developed through a series of meetings and activities including surveys of key stakeholders, focus groups with impacted constituent groups, and facilitated discussions of the SEC. A determination was made that in addition to a two-year plan, a longer range perspective would be included. Therefore, activities and metrics were developed for both two- and four-year time frames for each of the three major goal areas, and six associated objectives (two in each goal area).

This report addresses the goal area of Leadership and Collective Action which states “In order to promote alignment, we will lead by example and collaborate on a shared vision and key outcomes.” One of the two specific objectives is “the SEC and the SLAT (the State and Local Advisory Team established under §§ 2.2-5201 and 2.2-5202 of the *Code of Virginia*) will define and support development of Core Leadership Competencies for Local CSA Leaders, Community Policy and Management Teams, and Family Assessment and Planning Teams The two year metric associated with this objective is to “identify desired core leadership and operational competencies and assess current training plans.”

In response to this objective, the SEC charged the SLAT with addressing this metric. The SLAT convened a working group consisting of ten SLAT members, staff of the Office of Children’s Services, and additional local CSA Coordinators. The group was chaired by Jessica Webb, Assistant Director of Social Services / CSA Coordinator for Prince William County and Kristi Schabo, CSA Administrator for Chesterfield County and the City of Colonial Heights. The complete membership of the working group can be found in Appendix A of this report.

The work group has developed the following products to be found in the body of this report:

- Definitions and descriptions of core leadership and operational competencies for local CSA Coordinators, members of the Community Policy and Management Team (CPMT), and members of the Family Assessment and Planning Team (FAPT)
- A description of the “Characteristics of a High Functioning CPMT”
- A set of sample interview questions for use when a locality is hiring a CSA Coordinator

- Recommendations for the next steps in addressing the four year metric for this objective, “Implement a comprehensive curriculum to address identified core leadership and operational competencies and a strategy for building local implementation of the competencies.”

The substantive work products reflected in this report were presented to the SEC at its June 2021 meeting, adjustments based on feedback were made, and the SLAT endorsed this final report at its August 2021 meeting.

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## CHILDREN’S SERVICES ACT COORDINATOR

The Children’s Services Act (CSA) Coordinator is a unique role and varies by locality. The CSA Coordinator sub-committee focused on the identification of leadership and operational competencies based on feedback from CSA Coordinators from a variety of small, mid-size, and large localities. The feedback indicates several consistent themes in these competencies that are important, regardless of locality size and structure of the CSA program. Most (82%) of the respondents to a survey of current incumbents have been in their role for more than one year, with approximately one-half of those having been in the role five or more years.

<b>Core Leadership Competencies</b>		
<b>Competency</b>	<b>Components of Competency</b>	<b>Resource(s)</b>
<b>Effective Communication Skills (Written and Verbal)</b>	<ul style="list-style-type: none"> <li>• Ability to be clear and succinct when presenting information to FAPT members, CPMT members, case managers, youth, and families</li> <li>• Engage in active listening with others</li> <li>• Develop rapport with key stakeholders in CSA</li> <li>• Asking questions for additional information or clarification</li> <li>• Be aware of non-verbal communication such as tone, body language, hand gestures, etc.</li> <li>• Open-mindedness</li> <li>• Demonstrate respect toward others</li> <li>• Ability to adapt communication style and understand communication style of others</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Interview Questions for CSA Hiring Managers (Attachment B)</li> </ul>
<b>Collaborative Skills</b>	<ul style="list-style-type: none"> <li>• Ability to work with others in a respectful manner</li> <li>• Accept and appreciate the various perspectives of team members, youth, and families</li> <li>• Openly share information</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Interview Questions for CSA Hiring Managers (Attachment B)</li> </ul>

## Core Leadership Competencies

	<ul style="list-style-type: none"> <li>• Consensus-building</li> <li>• Effectively work with people from a variety of CSA stakeholder groups</li> </ul>	
<b>Solution-focused Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to identify a problem and identify solutions that mitigate the problem in a manner that has a positive or best outcome with the least negative impact</li> <li>• Be open to brainstorming with others</li> <li>• Recognize there may be more than one good solution</li> <li>• Strength-based perspective</li> <li>• Set SMART goals</li> <li>• Ability to think critically and creatively</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Interview Questions for CSA Hiring Managers (Attachment B)</li> </ul>
<b>Organizational Skills and Multi-tasking</b>	<ul style="list-style-type: none"> <li>• Utilize tools such as calendars, reminders, to-do lists to prioritize and manage responsibilities</li> <li>• Consistently meeting deadlines</li> <li>• Delegation of responsibilities as appropriate</li> <li>• Ability to prioritize and re-arrange</li> <li>• Ability to adjust to change and the “unexpected,” while maintaining professionalism</li> <li>• Use time and resources effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Sample Interview Questions for CSA Hiring Managers (Attachment B)</li> </ul>
<b>Program Management</b>	<ul style="list-style-type: none"> <li>• Ability to apply policy to operational procedures               <ul style="list-style-type: none"> <li>○ Navigate and interpret policies from OCS and partner agencies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Commonwealth of Virginia Learning Center (COVLC) modules for CSA  <a href="https://covlc.virginia.gov/">https://covlc.virginia.gov/</a></li> </ul>

## Core Leadership Competencies

	<ul style="list-style-type: none"> <li>○ Apply policy to day-to-day operations</li> <li>○ Apply policy consistently across agencies</li> <li>● Strong understanding of CSA eligibility and CSA funding considerations</li> <li>● Contract management             <ul style="list-style-type: none"> <li>○ Ability to negotiate contract terms and conditions (Note: may be done in conjunction with CPMT and/or locality purchasing or legal official)</li> </ul> </li> <li>● Data management and analysis             <ul style="list-style-type: none"> <li>○ Ability to collect, organize and report data related to outcomes</li> <li>○ Provide data feedback to CSA stakeholders</li> <li>○ Use data to drive decision-making with a goal of meaningful and measurable outcomes</li> </ul> </li> <li>● Understanding of necessary documentation needed in CSA case files</li> <li>● Understanding of CSA audit components</li> <li>● Ability to supervise others, as needed</li> </ul>	<ul style="list-style-type: none"> <li>○ CSA031 – CSA034</li> <li>● CSA Policy Manual and CSA Guidance Manual <a href="https://www.csa.virginia.gov/Resources/PolicyGuides">https://www.csa.virginia.gov/Resources/PolicyGuides</a></li> <li>● CSA Coordinator’s Academy and Archives <a href="https://www.csa.virginia.gov/Resources/TrainingMaterial/0">https://www.csa.virginia.gov/Resources/TrainingMaterial/0</a></li> <li>● CSA Self-Assessment Workbook <a href="https://www.csa.virginia.gov/LocalGovernment/Index/0">https://www.csa.virginia.gov/LocalGovernment/Index/0</a> <ul style="list-style-type: none"> <li>○ Recommended at hire for any new Coordinator to complete with CSA stakeholders</li> </ul> </li> <li>● OCS Helpdesk</li> <li>● State Agency sites             <ul style="list-style-type: none"> <li>○ VDSS Foster Care Policy Manual <a href="https://www.dss.virginia.gov/family/fc/index.cgi">https://www.dss.virginia.gov/family/fc/index.cgi</a></li> <li>○ Department of Juvenile Justice</li> <li>○ Department of Education</li> </ul> </li> <li>● Sample Interview Questions for CSA Hiring Managers (Attachment B)</li> </ul>
<p><b>Human Services Knowledge and Application</b></p>	<ul style="list-style-type: none"> <li>● Fundamental understanding of public child-serving agency connections to CSA</li> <li>● Comprehensive knowledge of local community resources and services</li> <li>● Ability to identify service gaps</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Resources for Special Education, Child in Need of Services (CHINS), Adoption Assistance and Fostering Futures</li> <li>● Department of Medical Assistance Services (DMAS)</li> </ul>

## Core Leadership Competencies

	<ul style="list-style-type: none"> <li>• Build on the knowledge of your team members (FAPT/CPMT/staff)</li> </ul>	<ul style="list-style-type: none"> <li>○ Magellan of Virginia</li> <li>• Child and Adolescent Needs and Strengths (CANS) Assessment Training and Resources             <ul style="list-style-type: none"> <li>○ <a href="https://www.schoox.com/login.php">https://www.schoox.com/login.php</a></li> <li>○ <a href="https://www.csa.virginia.gov/Cans/Index">https://www.csa.virginia.gov/Cans/Index</a></li> </ul> </li> <li>• Virginia Family Network</li> <li>• Sample Interview Questions for CSA Hiring Managers (Attachment B)</li> </ul>
<p><b>Financial Knowledge and Application</b></p>	<ul style="list-style-type: none"> <li>• Understand the fundamentals of CSA LEDRS reporting elements</li> <li>• Ability to develop and manage a program budget</li> <li>• Management of purchase orders, invoices, payments, financial reconciliation</li> <li>• Basic understanding of accounting principles</li> </ul>	<ul style="list-style-type: none"> <li>• Funding and Financial Reporting Resources <a href="https://www.csa.virginia.gov/Resources/Guidance">https://www.csa.virginia.gov/Resources/Guidance</a></li> <li>• COVLC module for CSA Financial Procedures for Local Government – CSA041 <a href="https://covlc.virginia.gov/">https://covlc.virginia.gov/</a></li> <li>• Sample Interview Questions for CSA Hiring Managers (Attachment B)</li> </ul>

## RECOMMENDATIONS

1. OCS should identify specific training materials that support a CSA Coordinator’s foundational understanding of core operational competencies.
  - a. CSA Coordinator training materials should be organized by operational competency and clearly identified on the OCS website.
  - b. Any updates to training materials and/or location should be updated on this document under the Resources column.
2. CPMTs and/or hiring managers for the CSA Coordinator position are encouraged to use this document as a guide when making hiring decisions.

## COMMUNITY POLICY AND MANAGEMENT TEAM (CPMT)

The CPMT sub-committee focused on CPMT as a leadership body. Local CPMT membership is directed by § 2.2-5205, therefore individuals become CPMT members based on their local leadership positions. Based on CPMT’s oversight responsibilities within a local CSA program, the team’s collective leadership is crucial to the success of the program.

The sub-committee developed a guidance document **“Characteristics of a High Functioning CPMT”** (See Attachment C) to guide localities to review and strengthen their CPMTs. It is highly suggested that local CPMTs establish an annual process for reviewing a CPMT’s level of functioning based on CPMT’s “powers and duties” as outlined in § 2.2-5206.

As part of its work, the CPMT sub-committee initiated a local CPMT survey. The results included local feedback about what is needed to support a CPMT’s success and included comments such as the following:

- **“Increased racial and cultural equity on the CPMT to more closely reflect the demographics of the children served by CSA funding.”**
- **“Local officials strengthening their knowledge of CSA and their engagement with CPMT members.”**
- **“Balancing of time and primary job responsibilities with the time needed to take action on improvement initiatives.”**

<b>Core Leadership Competencies</b>		
<b>Competency</b>	<b>Components of Competency</b>	<b>Resource(s)</b>
<b>Leadership Authority</b>	<ul style="list-style-type: none"> <li>• Authority to make decisions within the member’s agency</li> <li>• Ability to implement system changes within the member’s agency</li> <li>• Appointed to CPMT by local governing body</li> </ul>	<ul style="list-style-type: none"> <li>• Required Membership of Local CPMT: <a href="http://law.lis.virginia.gov/vacode/title2.2/chapter52/section2.2-5204/">http://law.lis.virginia.gov/vacode/title2.2/chapter52/section2.2-5204/</a></li> </ul>
<b>CSA Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand core principles of the Children’s Services Act</li> <li>• Understand roles and responsibility of the CPMT</li> <li>• System of Care principles and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Commonwealth of Virginia Learning Center (COVLC) modules for CSA <a href="https://covlc.virginia.gov/">https://covlc.virginia.gov/</a></li> </ul>



## Core Leadership Competencies

		<ul style="list-style-type: none"> <li>• CSA User Guide <a href="http://www.csa.virginia.gov/Resources/PolicyGuides">www.csa.virginia.gov/Resources/PolicyGuides</a></li> <li>• CSA Policy Manual <a href="http://www.csa.virginia.gov/Resources/PolicyGuides">www.csa.virginia.gov/Resources/PolicyGuides</a></li> <li>• CPMT Powers and Duties <a href="http://law.lis.virginia.gov/vacode/title2.2/chapter52/section2.2-5206/">http://law.lis.virginia.gov/vacode/title2.2/chapter52/section2.2-5206/</a></li> </ul>
<p><b>Leadership Skills (Linked to CPMT Responsibilities)</b></p>	<ul style="list-style-type: none"> <li>• Professional experience and working knowledge of child-serving, system of care networks</li> <li>• Experience developing and implementing administrative and fiscal policies for multi-agency programs</li> <li>• Ability to develop and facilitate long-range, community-wide planning efforts</li> <li>• Knowledge of quality assurance/improvement processes utilized for accountability and outcomes for large public sector programs</li> <li>• Experience with review and analysis of data in program evaluation</li> <li>• Experience with management and oversight of program budgets</li> </ul>	<ul style="list-style-type: none"> <li>• CPMT Powers and Duties <a href="http://law.lis.virginia.gov/vacode/title2.2/chapter52/section2.2-5206/">http://law.lis.virginia.gov/vacode/title2.2/chapter52/section2.2-5206/</a></li> </ul>
<p><b>Engagement</b></p>	<ul style="list-style-type: none"> <li>• Attend CPMT meetings regularly</li> <li>• Participate in discussions on agenda items</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of a Highly Functioning CPMT (Attachment C)</li> </ul>

## Core Leadership Competencies

- Ability to work collaboratively within a multi-agency oversight board

## RECOMMENDATIONS

1. OCS should identify specific training materials that support a CPMT member's foundational understanding of CPMT's role within the Children's Services Act.
  - a) CPMT training materials posted on the OCS website and clearly identified for CPMT members.
  - b) The Annual CSA Conference should offer a half-day training session for CPMT members (as it does for CSA Coordinators)
  - c) The Annual CSA Conference should identify specific trainings offered recommended for CPMT members. (CPMT-U)
2. OCS should develop a model CPMT Chair job description
3. SEC/OCS should help develop strategies for local CPMTs to recruit, retain and support parent representatives' active participation in local CPMTs
4. SEC/OCS should develop strategies to assist rural CPMTs. One strategy could be to develop a Rural Locality Round Table or Workgroup to address challenges and barriers inherent to rural localities

## FAMILY ASSESSMENT AND PLANNING TEAM (FAPT)

Core Leadership Competencies		
Competency	Components of Competency	Resource(s)
<b>Effective communication skills</b>	<ul style="list-style-type: none"> <li>• Ability to be clear and succinct when presenting information</li> <li>• Engage in active listening with others</li> <li>• Develop rapport with youth, families, and service providers</li> <li>• Ask questions for additional information or clarification</li> <li>• Awareness of non-verbal communication such as tone, body language, hand gestures, etc.</li> <li>• Ability to maintain an open mindset</li> <li>• Demonstrate respect toward others</li> <li>• Understand cultural competency</li> <li>• Ability to adapt communication style and understand communication style of others</li> <li>• Demonstrated ability to take the perspective of others without blaming, shaming or passing judgment</li> </ul>	<ul style="list-style-type: none"> <li>• CSA Conference break-out sessions (<a href="https://csa.virginia.gov/Resources/TrainingMaterial/1">https://csa.virginia.gov/Resources/TrainingMaterial/1</a>)</li> </ul>
<b>General understanding of the CSA and the function of FAPT</b>	<ul style="list-style-type: none"> <li>• Knowledge of the CSA from a state and local perspective</li> <li>• Knowledge of CSA eligibility requirements</li> <li>• Demonstrated knowledge of how youth &amp; families may access the CSA/FAPT process (generally and in their respective locality)</li> </ul>	<ul style="list-style-type: none"> <li>• Code of Virginia, Chapter 52.Children’s Services Act: <a href="https://law.lis.virginia.gov/vacode/2.2-5200/">https://law.lis.virginia.gov/vacode/2.2-5200/</a></li> <li>• The Policy manual for the Children’s Services Act: <a href="https://csa.virginia.gov/Resources/PolicyGuides">https://csa.virginia.gov/Resources/PolicyGuides</a></li> <li>• Office of Children’s Services Resource Section: <a href="https://csa.virginia.gov/">https://csa.virginia.gov/</a></li> </ul>

## Core Leadership Competencies

		<ul style="list-style-type: none"> <li>• Local policy review</li> <li>• Commonwealth of Virginia Learning Center (<a href="https://covlc.virginia.gov/Default.aspx">https://covlc.virginia.gov/Default.aspx</a>)             <ul style="list-style-type: none"> <li>○ CSA031 – CSA basics for CPMT – The big picture</li> <li>○ CSA032 – CPMT &amp; FAPT roles and responsibilities</li> <li>○ CSA033 – CSA funding and eligibility for CPMT members</li> <li>○ CSA001 – Can CSA pay?</li> <li>○ CSA42 – CSA Parental Agreements</li> <li>○ CSA020 - Special education wraparound funding under the Children’s Services Act</li> </ul> </li> </ul>
<p><b>Ability to function as a part of a team</b></p>	<ul style="list-style-type: none"> <li>• Ability to work with others in a respectful manner</li> <li>• Accept and appreciate the various perspectives of team members, including youth and families</li> <li>• Openly share information</li> <li>• Ability to build consensus</li> <li>• Ability to effectively work with people from a variety of CSA stakeholder groups</li> <li>• Commitment to engage in discussion and service planning efforts</li> <li>• Willingness to validate and honor the youth and families’ perspectives and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• CSA Conference break-out sessions (<a href="https://csa.virginia.gov/Resources/TrainingMaterial/1">https://csa.virginia.gov/Resources/TrainingMaterial/1</a>)</li> </ul>

## Core Leadership Competencies

<p><b>Solution-focused mindset</b></p>	<ul style="list-style-type: none"> <li>• Ability to identify a problem and identify solutions that mitigate the problem and remove potential barriers</li> <li>• Willingness to brainstorming with others</li> <li>• Recognition that there may be more than one possible solution</li> <li>• Strength-based perspective</li> <li>• Ability to think critically and creatively</li> </ul>	<ul style="list-style-type: none"> <li>• CSA Conference break-out sessions (<a href="https://csa.virginia.gov/Resources/TrainingMaterial/1">https://csa.virginia.gov/Resources/TrainingMaterial/1</a>)</li> </ul>
<p><b>Service planning skills</b></p>	<ul style="list-style-type: none"> <li>• Understanding of how to set goals and objectives that are SMART (Specific, Measurable, Achievable, Time-Bound)</li> <li>• Knowledge of specific services and their relevance to the goals and objectives of the plan</li> <li>• Extensive knowledge of private providers within the community and around the state</li> <li>• Comprehensive knowledge of local community resources and services including how they are accessed</li> </ul>	<ul style="list-style-type: none"> <li>• CSA Conference break-out sessions (<a href="https://csa.virginia.gov/Resources/TrainingMaterial/1">https://csa.virginia.gov/Resources/TrainingMaterial/1</a>)</li> <li>• Virginia Commission on Youth Collection of Evidence-based Practices for Children and Adolescents with Mental Health Treatment Needs, 7<sup>th</sup> Edition (<a href="http://vcoy.virginia.gov/collection.asp">http://vcoy.virginia.gov/collection.asp</a>)</li> </ul>

**FAPT MEMBER POSITION SPECIFIC COMPETENCIES**

**LOCAL SOCIAL SERVICES (LDSS) REPRESENTATIVE**

Competency	Component(s) of Competency	Resource(s)
<p><b>Extensive knowledge of VDSS and LDSS function and child welfare topics.</b></p>	<ul style="list-style-type: none"> <li>• Ability to provide an overview of DSS services and the ways in which the LDSS can support families</li> <li>• Knowledgeable of court orders, best interest of the child, child safety, protective orders, foster care system and related issues, child welfare system, child protective services, treatment plan development, and community resources</li> <li>• Knowledgeable of benefits available through DSS and how youth and families may access these benefits</li> <li>• Working knowledge of DSS technology system</li> <li>• Provides information to case managers and the community about what DSS provides and offers, including the focus on child safety</li> </ul>	<ul style="list-style-type: none"> <li>• Virginia Department of Social Services (<a href="https://www.dss.virginia.gov/">https://www.dss.virginia.gov/</a>)</li> <li>• Commonwealth of Virginia Learning Center (<a href="https://covlc.virginia.gov/Default.aspx">https://covlc.virginia.gov/Default.aspx</a>)</li> <li>• LDSS onboarding training modules</li> <li>• CSA011 CSA for New LDSS Staff Modules 1-5                         <ul style="list-style-type: none"> <li>○ Module 1 - Basic background and design of CSA</li> <li>○ Module 2 - Family Assessment and Planning Team3</li> <li>○ Module 3 - Eligibility under the CSA with specific focus on children receiving the full range foster care services to including prevention, independent living, non-custodial arrangements and traditional entrustments.</li> <li>○ Module 4 - Service provision through the CSA funding</li> <li>○ Module 5 - Treatment foster care level system, utilization management and review, and the role of FAPT in adoption assistance cases</li> </ul> </li> </ul>

**FAPT MEMBER POSITION SPECIFIC COMPETENCIES**

**COURT SERVICES UNIT (CSU) REPRESENTATIVE**

Competency	Components of Competency	Resource(s)
<p>Extensive knowledge of the state and local Court Services Unit function and juvenile justice topics.</p>	<ul style="list-style-type: none"> <li>• Provides information about court-related issues and programs, as well as knowledge of the legal system.</li> <li>• Knowledge about CSU, court system, probation, parole, and juvenile justice issues</li> <li>• Provides expertise in resources and services available through the court system and how youth &amp; families may access these resources</li> <li>• Assesses services related to the rehabilitation of youth, recommending least restrictive consequences to ensure community safety and rehabilitation</li> <li>• Reviewing complaints received by the police, DSS, Schools, and individual agencies within the community, while making decisions as to how and if these matters will proceed in the court system</li> <li>• Describe the ways a youth and family may be connected to the CSU, DJJ, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Virginia Department of Juvenile Justice (<a href="http://www.djj.virginia.gov/">http://www.djj.virginia.gov/</a>)</li> <li>• Commonwealth of Virginia Learning Center (<a href="https://covlc.virginia.gov/Default.aspx">https://covlc.virginia.gov/Default.aspx</a>) <ul style="list-style-type: none"> <li>○ Juvenile Justice specific training modules</li> </ul> </li> <li>• Local Court Services Unit training hours</li> <li>• CSA Conference break-out sessions (<a href="https://csa.virginia.gov/Resources/TrainingMaterial/1">https://csa.virginia.gov/Resources/TrainingMaterial/1</a>)</li> </ul>

**FAPT MEMBER POSITION SPECIFIC COMPETENCIES**

**COMMUNITY SERVICES BOARD (CSB) REPRESENTATIVE**

Competency	Components of Competency	Resource(s)
<p>Extensive knowledge of the state and local Community Services Board function and children’s mental health topics.</p>	<ul style="list-style-type: none"> <li>• Knowledgeable of CSB mental health services</li> <li>• Fields inquiries about mental health issues, substance use, medications, and therapy as it relates to the Utilization Review and review of CANs</li> <li>• Educates the team on mental health/substance use issues, treatment, and its effectiveness</li> <li>• Knowledgeable about emotional and behavioral concerns and options for treatment and how youth and families may access these services</li> <li>• Knowledgeable of peer support services available at CSBs and how to access them</li> <li>• Assists parents/guardians with linking services for youth</li> </ul>	<ul style="list-style-type: none"> <li>• Virginia Association of Community Services Boards (<a href="https://vacsb.org/">https://vacsb.org/</a>)</li> <li>• VACSB conferences and trainings listing (<a href="https://vacsb.org/vacsb-events-and-trainings-calendar/">https://vacsb.org/vacsb-events-and-trainings-calendar/</a>)</li> <li>• STEP Virginia core competency trainings</li> <li>• Free CSB Virginia training (<a href="https://psychotherapy.net">https://psychotherapy.net</a>)</li> <li>• Regional Training Consortium</li> </ul>



**FAPT MEMBER POSITION SPECIFIC COMPETENCIES**

**PUBLIC SCHOOL DIVISION REPRESENTATIVE**

<p>Extensive knowledge of the local public-school practices and topics related to public education, special education, in particular.</p>	<ul style="list-style-type: none"> <li>• Inquires whether the child is eligible for special education or other school services</li> <li>• Explains different types of placement options and specialized services in the public school setting</li> <li>• Knowledgeable about federal and state special education regulations and how to access support services through the public schools</li> <li>• Knowledge of general resources available through the public schools and within the community</li> <li>• Inquiries about education, private day placements, truancy, and school performance</li> <li>• Review potential educational services through IEP and provide expertise relative to the limits and resources of what the school system can provide</li> <li>• Duties include checking compliance with IEPs, discussing future educational goals, referral to child study for students eligible for special education or 504 plan.</li> <li>• Assists team in ensuring the child’s educational needs meet relevant regulations and standards</li> <li>• Knowledgeable of school-related prevention, school attendance, behavior issues in school, services provided within the schools, talented and gifted programs, rights and testing options, school transition issues, and any factors affecting the safe and supportive environment for students</li> <li>• Responsible for inquiring about the status of the IEP transition planning for age-appropriate youth</li> </ul>	<ul style="list-style-type: none"> <li>• Virginia Department of Education - Special Education <a href="https://www.doe.virginia.gov/special_ed/">(https://www.doe.virginia.gov/special_ed/)</a></li> <li>• Special Education and the Children’s Services Act (CSA) - Guidance for Community Policy Management Teams (CPMT), Family Assessment and Planning Teams (FAPT), CSA Coordinators, and Local School Divisions <a href="https://csa.virginia.gov/content/doc/Special_Education_and_CSA-Guidance_for_CPMTs_FAPTs_CSACoordinators_Local_School_Divisions.pdf">https://csa.virginia.gov/content/doc/Special Education and CSA-Guidance for CPMTs FAPTs CSACoordinators Local School Divisions.pdf</a></li> </ul>
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|  | <ul style="list-style-type: none"><li>• Inform the parent/caregiver of required procedures within the IEP transition planning process, i.e. inviting entities like DARS, the CSB, etc.</li></ul> |  |
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**FAPT MEMBER POSITION SPECIFIC COMPETENCIES**

**PRIVATE PROVIDER REPRESENTATIVE**

Extensive knowledge of a variety of mental health, foster care, and educational services available within the community as well as the topics related to licensure and regulatory practices governing private service providers

- Knowledgeable of mental health services and/or educational services
- Inquires about appropriateness of services, provider’s response to the treatment goals, progress towards treatment goals, and quality of documentation as it relates to the Utilization Review and review of CANS
- Discuss/educate the team on various treatments and its effectiveness
- Knowledgeable about emotional, educational, and behavioral concerns and options for treatment
- Assist FAPT in identifying services for youth and their families

- CSA Conference break-out sessions (<https://csa.virginia.gov/Resources/TrainingMaterial/1>)

**FAPT MEMBER POSITION SPECIFIC COMPETENCIES**

**PARENT/FAMILY REPRESENTATIVE**

<p>Lived experience within the CSA and/or child-serving system and a willingness to share their experience with other parents involved in the CSA/FAPT process.</p>	<ul style="list-style-type: none"> <li>• Provides support to family members before, during, and after FAPT reviews</li> <li>• Keeps track during the FAPT meeting of family engagement issues that may arise</li> <li>• Tend to the needs of families during FAPT in terms of understanding the language and issues raised for services</li> <li>• Validate the parent/caregivers' perspective</li> <li>• Offer Celebrations of the youth and family's progress</li> <li>• Ensure FAPT members are using language and tones that are youth and family friendly</li> <li>• Assist with having difficult conversations</li> <li>• Inform of community resources and how to access them</li> </ul>	<ul style="list-style-type: none"> <li>• CSA Conference break-out sessions (<a href="https://csa.virginia.gov/Resources/TrainingMaterial/1">https://csa.virginia.gov/Resources/TrainingMaterial/1</a>)</li> <li>• The Virginia Family Network (<a href="https://namivirginia.org/virginia-family-network/">https://namivirginia.org/virginia-family-network/</a>)</li> </ul>
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**RECOMMENDATIONS**

1. Development of a FAPT member specific training series to be housed on the Commonwealth of Virginia's Learning Center (Office of Children's Services).
2. Development of team function specific trainings (communication and collaboration, service planning, family engagement, conflict management) to be housed on the Commonwealth of Virginia's Learning Center (Office of Children's Services).
3. Development of a FAPT retreat resource manual that includes ideas and suggestions for FAPT specific trainings and activities (Office of Children's Services/CSA Coordinator's Network)
4. Provide discounted rates or stipends so local FAPT members can attend the CSA Annual Conference (Office of Children's Services)

## Appendix A

### SLAT Leadership and Collective Action Working Group

#### Co-Chairs:

Jessica Webb Assistant Director of Social Services/CSA Coordinator, Prince William County  
Kristi Schabo CSA Administrator, Chesterfield County-City of Colonial Heights

#### Group Members:

Lesley Abashian\* Director of Human Services, City of Fairfax; SLAT Chair  
Martha Carroll\* Director, 16<sup>th</sup> District Court Services Unit, Virginia Department of Juvenile Justice  
DeDreama Harrod CSA Director, New Kent County  
Sharon Minter Chief of Family Systems (CSA), City of Alexandria  
Audra Morris Children's Services Manager, Powhatan County  
Angela Neeley\* Executive Director of Special Education, Culpeper County Public Schools  
Laura Reed\* Behavioral Health Manager, Virginia Department of Medical Assistance Services  
Zandra Relaford Assistant Director, Office of Children's Services

\* Indicates SLAT Member

## Appendix B

### Sample Interview Questions for CSA Coordinator Hiring Managers

#### Leadership Competency Questions:

- What are your strengths and areas for growth as a communicator? Who or what helped you to develop your strengths? How are you addressing your areas for growth?
- Do you adapt your communication style for the communication style of others? If so, how?
- What do you consider to be the most important components of effective communication? Provide an example of how you have used those strategies for success in a situation where you had to communicate difficult information and what was the outcome?
- The role and tasks of the CSA Coordinator requires sophisticated systems knowledge, dependability, flexibility, efficiency, and strong collaboration skills. Describe a scenario where you have demonstrated these characteristics or skills on a project. Which of these characteristics or skills is the most challenging for you at this time in your professional development and why?
- In your experience, what is the key to developing a good team?
- The CSA Coordinator is often responsible for facilitating meetings and interactions where multiple stakeholders with different perspectives are involved. What do you see as the opportunities and challenges in working with multi-disciplinary teams? Please provide an example of how you have successfully collaborated within a team setting.
- Participating in the process of receiving, processing and integrating feedback is an essential part of professional development within teams. First, describe a project where you have solicited and then processed and integrated feedback towards the success of the effort. Second, describe the most challenging feedback you have received in terms of your personal work performance and how that information has informed or affected your professional identity and development.
- Provide an example of when you thought “outside of the box” to solve a problem. What was your idea and what was the outcome?
- Please describe a project/assignment when you worked to develop and implement SMART Goals. Please tell us about the goal, how it met the definition of SMART and how you contributed to the progress or achievement of that goal.
- The CSA Coordinator is often in a position where there is not a clear answer or solution to a situation. What are strategies you use when approaching a problem, and provide an example of when you have used those strategies for a successful outcome?
- Provide an example of a large-scale or time-sensitive initiative that you led and successfully implemented, the strategies used to accomplish this task, and lessons learned. Please describe the project management, problem solving and evaluation skills that you used.
  - a. Describe the initiative and its rationale.
  - b. How were stakeholders engaged in the process?

- c. What was the methodology employed for monitoring & evaluating the outcomes of the initiative? How were these findings communicated to leadership?
- Tell us why the timeliness of documentation is important. Give us an example of how you keep track of documentation deadlines.
  - The CSA Coordinator position is one that faces the complexities of “managing from the middle”. You may be in a position where you have a lot of responsibility and accountability but little authority over program components and participants. What does managing from the middle mean to you? Please provide an example where you had to manage from the middle, to include strategies used, lessons learned, and outcomes?

Operational Competency Questions:

- Please tell us why you applied for this position and what educational and/or work experience you possess that qualifies you for this position?
- What experience do you have with policy development and/or application?
- What experience do you have with data management and analysis? In your experience, what are key elements in using data-driven decision-making? Please provide an example of where you used data to drive decision-making and/or influence positive outcomes.
- What experience do you have in the area of human services?
- What experience do you have with financial management, to include: accounting principles, payment processing, and budget development/ monitoring.
- What experience do you have with working with youth and families?
- Describe a time when you encountered a parent/caregiver who didn't agree with your suggestions. How did you handle that and what was the outcome?

## Appendix C

### Characteristics of a High Functioning CPMT

***CPMT Code Definition: “The CPMT has the authority to determine local policies and procedures regarding use of CSA funds within the statutory framework of the Act. Members of the CPMT are expected to be local agency leaders with authority to commit their agency’s expertise, resources, and funding for the purpose of providing services to the community’s youth and families”.***

A high functioning CPMT shows a commitment to the following operational principles:

1. The local CSA program has an established mission, vision, and values that are reviewed at least annually.
2. The CPMT’s level of member engagement includes consistent attendance and focused participation in CPMT meetings, member participation in subcommittees, special projects and appeals as needed and evidence of collaborative efforts amongst CPMT member agencies. CPMT should consider itself as the coordinating body of a community’s system of care efforts.
3. The CPMT has a meeting attendance policy or expectation for members.
4. The CPMT has a required orientation process for new CPMT members.
5. The CPMT has developed a strategic plan that is reviewed regularly as a standing CPMT agenda item. Private providers, family members and other community stakeholders have an identified role in this planning process.
6. The CPMT has established local CSA program metrics utilized to assess the outcomes for youth and families served, efficacy of the intra-agency partnerships, service trends along with measures of overall system effectiveness.
7. The CPMT has an established plan for communicating with all stakeholders within the local CSA program.
8. The CPMT has an established procedure for receiving feedback from internal and external stakeholders along with a defined process for reviewing and utilizing the feedback received.
9. The CPMT has an established process for the development, review and amending of local CSA program policies and procedures.
10. The CPMT supports and engages in trainings for both internal and external stakeholders to advance the Children’s Services Act mission.



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