Missouri 2021 APSR – Attachment I

**Missouri Children’s Division Training Plan 2020-2024**

During 2020 and ongoing, the Children’s Division Leadership and Professional Development team continues to take steps to better support communication and practice. All Deputy Directors, Central Office Unit Managers including Program/Policy Managers, Legal, Constituent Services, Quality Assurance System, FACES Electronic System and Professional Development/Training participate in a monthly Unit meeting to increase communication, collaboration and decision making. A similar meeting is also held between Unit Managers and Senior Executive Team staff including Regional Director, Human Resource Manager, and Deputy Directors to provide a structured, ongoing way to discuss practice trends, training needs, as well as areas of strength in field practice. The Workforce Recruitment and Retention Specialist has also been invited monthly to the Leadership and Professional Development Team meetings. This has provided the team with information on the workforce in order to assist in future planning. This strategy combined with continued involvement in executive team meetings will serve to ensure the goals and objectives are continually in the forefront. As the goals and objectives are routinely discussed with the executive team, the Leadership and Professional Development team is in a good position to fully support the implementation of the Program Improvement Plan.

The regionalization of the agency trainers and curriculum development continues to be the strategy for making training responsive to the needs of the field staff. The trainers, along with other designated regional mentors and coaches, are part of a local professional development team which provide classroom training, field mentoring and on-the-job coaching. During the last year a taskforce developed by the Department of Social Services recommended a centralized curriculum for staff to include on the job training. Currently the regional team structure allows the regions to design curriculum to meet the needs of the region. However, the taskforce concluded that a centralized curriculum needed to be put in place to ensure that staff have basic core competencies for their work in the field. This curriculum is being designed as a centralized core curriculum with regional deployment.

In addition, to CD specific training, the agency will continue partnerships with stakeholders, such as Missouri Office of Prosecution Services, Missouri Coalition Against Domestic and Sexual Violence, Missouri KidsFirst, Division of Youth Services, Full Frame Initiative and Safe Generations. These collaborative trainings illustrate partnerships between agencies.

In this plan, trainings where Title IV-E dollars are used, elements for each descriptor, will be found in the attached matrix, such as: setting of the training activity, duration category of training activity, provider of the training, approximate number of days /hours of the training, description of the estimated total cost, and a listing of activities.

The contract with the Foster Care Case Management (FCCM) agencies requires case managers to attend pre-service training. FCCM staff can attend training provided by Children’s Division or may provide their own if Children’s Division reviews and approves the training content. In addition, provisions in the contract allow FCCM staff to attend other training that CD offers throughout the year. However, any costs incurred by the FCCM staff are the responsibility of the FCCM contractor. The Children’s Division does not cover travel or per diems associated with these trainings.

***Professional Development and Training***

The Children’s Division Leadership and Professional Development team coordinates and supports the development and delivery of initial and ongoing in-service training programs throughout the 46 circuits in the state of Missouri for new Children’s Service Workers, supervisors and managers. The training developed is based on agency policy and best practice and is designed and coordinated to provide a consistent core structure, while also providing ongoing opportunities based on needs identified through individual, circuit or region specific assessment, as well as professional development plans between staff and front line supervisors. The professional development of staff is considered to be a “system” within the agency and must rely on numerous key elements working in concert together including classroom training, on-the-job training, and reinforcement of clinical skills in the field between staff and the first line supervisor. The agency supports a “blended learning” approach, utilizing classroom, on-the-job field instruction, as well as on-line/self-instruction “eLearning” training which supports and supplements the classroom training and on-the-job training. The training unit also collaborates in the development and delivery of training programs with many other agencies and disciplines who serve children and families. Trainings are conducted in geographic locations throughout the state to accommodate staff and community partners.

**How Ongoing Training is selected and provided to ensure the Competencies of Workers, Supervisors, Managers and Administrators**

The Children’s Division Leadership and Professional Development team and regional professional development teams are responsive, on a continual basis, to meet the on-going learning needs of staff. Changes in training are based upon the needs of the agency and available resources such as budget, staffing etc. Training needs, both individual and statewide, are assessed and evaluated in several different ways throughout the year as a way to be responsive to immediate needs of a region or circuit, but to also address policy and practice changes that have a larger statewide impact. On-going training needs are identified through:

* Continuous Quality Improvement (CQI) processes
* Training evaluations
* Training & policy staff joint review
* Exit interviews
* Focus group feedback
* Recommendations from the Supervision Advisory Committee
* The Division Executive Team

All of the above are considered when developing new training or enhancing existing curriculum. Individual needs are identified using various methods such as the ENGAGE and REFLECT employee performance evaluation and development process and on-the-job coaching tools. Based upon identified needs, staff and their supervisors mutually select internal and/or external trainings to address individual learning needs.

Workers receive in-service training related to their specific program area, such as RSMo Chapter 210 statutory requirements for child abuse and neglect investigations. Other program staff who provide Family-Centered Services or work with the out-of-home care population receive ongoing training through outside training opportunities and through agency partnerships. Under the management training rule, all front line supervisors and managers are required to complete 16 hours of in-service management training each year thereafter. This is done through department course offerings and outside training opportunities. As of March 2020, the management training rule was replaced by the Leadership Development Rule which will require all supervisors to complete 52 hours of leadership training each year. Missouri Learning through Linked in Learning will provide additional opportunities for supervisors and managers to gain hours of leadership training. All Missouri Learning through Linked in Learning will be considered leadership training.

All of the above on-going training is tracked through the agency Employee Learning Center (ELC). Currently a Team Member Training Portal is being developed to incorporate the Missouri Learning courses into the ELC transcripts.

**How Skill Development of new and experienced staff is measured**

Skill development of new and experienced staff is measured in a variety of ways using several different methods. Skill development and attainment is reviewed throughout classroom coursework, during on-the-job training, and through interactions between staff and their supervisor. The following are several different ways this is accomplished:

* O*n-the-Job Training (OJT)* — On-the-job training activities are part of the transfer of learning process and new workers must be allowed time and support in completing these activities. In order for classroom training to have an effect on practice, participants must use their newly acquired skills in the work setting in the performance of OJT activities. Supervisors must ensure that new workers have an opportunity to do all the assigned OJT activities. Coaching and modeling by the supervisors are important components of the OJT process. Worker skill and development level can be observed and assessed during assigned OJT activities and the case consultation process. Case management decisions must be made jointly between the supervisor, OJT Specialist (when available in a region) and worker throughout Child Welfare Practice Training (CWPT). As skills are acquired, demonstrated, and applied, case work activities gradually increase with continued supervisory oversight.
* *ENGAGE—*ENGAGE focuses on leaders working with their team members as individuals. ENGAGE establishes clear expectations and development goals for each team member. Team members receive regular feedback focused on how they are performing to help them and their teams improve. Leaders also have the chance to explain the organization’s direction and how team members’ work fits into the big picture. ENGAGE helps team members understand their roles and contributions. These conversations are opportunities to step back from the day-to-day, reflect upon work and skills, and chart a path forward to improve. Recently this system was updated to include ENGAGE 2.0. In this process, the worker is also able to give their supervisor feedback about the process and the supervisor’s interaction with the employee.
* *Classroom evaluations*—Staff participate in various activities and work during training and provide feedback using the classroom evaluation. This provides an opportunity for staff to reflect on the following: did content address the worker skill level, and did the content help them gain the knowledge and skill necessary to do their job. This information is used to guide curriculum development to better impact skill development.

**Specific training conducted to help foster parents, relative guardians, adoptive parents, workers in group homes, and case managers understand and address the issues confronting adolescents preparing for independent living.**

The following trainings assist foster parents, relative guardians, adoptive parents, and case managers in their understanding of issues confronting adolescents preparing for independent living:

* *STARS Pre-service Session Seven* - Continuing Family Relationships (includes Preparing for Young Adult Life & Another Planned Permanent Living Arrangement)
* *STARS In-service Module 12* -Understanding and Promoting Preteen and Teen Development
* Session 1: Transitioning to Adulthood—Resilience, Risks, and Research
* Session 2: Developmental Tasks and the Impact of Trauma and Loss
* *STRONG* *–* was developed in the Southern Regions for licensing Foster Parents. This training includes sections on trauma and loss, understanding the role of the parent, and hearing the child’s voice.
* *Ready, Set, Fly*—‘Ready, Set, Fly! A Parent’s Guide to Teaching Life Skills’ was developed as a practical resource to help caregivers teach youth some of the skills needed to enable them to live successfully on their own. The activities are age appropriate and developmental, matching the levels of the Ansell-Casey Life Skills Assessment and Guidebook (ages 8-10, 11-14, 15-18, and 19 and older). The six sections provide comprehensive, developmental activities in the areas of daily living tasks, housing and community resources, money management, self-care, social development, and work and study skills.
* *Older Youth Program* **-** This information is part of the Child Welfare Practice Training for front line staff and provides information for the participant to gain:
* understanding of service/benefits/resources/opportunities of the Older Youth Program
* how to access services/benefits/resources and opportunities for the older youth Program
* the philosophical base of the Division’s work with older youth
* the worker’s role and responsibility as a youth’s worker in providing the opportunity for the youth to fully participate and benefit from the resources of the Older Youth Program
* the role and responsibilities the youth have in the process
* the role and responsibilities of the people and agencies collaborated with in providing services to our youth

*\*\*\*All of these training courses are referenced elsewhere in the plan except for ‘Ready, Set, Fly’, which is a curriculum used at the local level.*

***On-the-Job Training***

New staff must complete On-the-Job Training (OJT), which supports the classroom training. OJT training activities are part of the learning process for new workers and they must be allowed time and support in completing these activities. In order for classroom training to have an effect on practice, participants must use their newly acquired skills in the work setting in the performance of OJT activities. The supervisor must ensure that new workers have an opportunity to do the assigned OJT activities referenced in the guide. Each region has an OJT guide developed for front line staff with required activities to be completed. Currently, a centralized OJT guide is being developed which will have room for regionalized activities. This guide will include activities from the classroom and the field. The goal of the guide is to connect the classroom learning to the practice in the field.

Completion of OJT is also acknowledged and tracked through the Employee Learning Center (ELC). The ELC is used to track enrollments, wait lists, completion of training, assigned curricula, training plans, and create gap analysis reports.

***Training Provided to New Child Welfare Workers - Child Welfare Practice Training***

The initial in-service curriculum is titled Child Welfare Practice Training (CWPT). This training is provided to new Children’s Division and contracted agency staff. Professional development begins when an employee starts employment with The Children’s Division. The first year of a new employee’s professional development is comprised of formal, classroom training mixed with on-the-job coaching. The formal, classroom training is provided by regional staff trainers and the on-the-job coaching is provided by local supervisors or specialist in the employee’s own area, often unique and individually tailored to the professional development needs of that employee.

**The following describes how the initial/pre-service regional training curriculum addresses issues of safety, permanency and wellbeing.**

**Jackson County**

Jackson County operates a five week combination of classroom/field experience training program. New employees begin Child Welfare Practice Training, within two weeks of employment. New workers attend formal classroom training two days every week for five weeks. When not in classroom training, the employee and their supervisors use a “Training Passport” that consist of field experiences, group activities, and field trips to enhance their classroom learning. After the first two weeks of training, Jackson County bifurcates and provides specialized training to new employees along program lines of case management or investigation/assessments. Jackson County Training Region provides a total of 96 hours of on-the-job training and 74 hours of classroom training. The Field Support Manager supervising the regional professional development team has oversight responsibility to be sure all new hires receive training timely. Jackson County workers become case carrying after the pre-service training is complete.

Jackson County regional training structure currently consists of:

* 17 hours of Philosophy and Skills classroom training - This skill based curriculum will introduce the participant to the agency’s mission and principals; code of ethics, strengths based practice, Five Domains of Wellbeing, cultural competency, and a variety of family assessment tools.
* 18 hours of On-The-Job Training
* 8 hours of Philosophy and Skills classroom training - This skill base curriculum will introduce participants to critical thinking skills and provide participants the opportunity to practice the use of these skills. Participants will be introduced to Signs of Safety and have the opportunity to practice using this model; participants will learn skills used to work within a team, how to further assess for safety, and how to apply these skills to their fieldwork. Participants will learn basics of report writing and court testimony. Participants will begin to practice obtaining records and maintaining confidentiality.
* 16 hours of On-The-Job Training
* 14 hours of Child Abuse and Neglect or Case Management classroom training –
  + Case Management: This skill based curriculum will strengthen critical thinking skills, and apply them to case management. Participants will get the opportunity to practice interviewing and report writing. Participants will strengthen their knowledge in the Signs of Safety and permanency planning. Participants will be introduced to writing summaries, factual documentation, and court reporting
  + Investigations: This skill based curriculum will strengthen critical thinking skills, and apply them to CA/N investigations. Participants will get the opportunity to practice interviewing and report writing. Participants will strengthen their knowledge in Signs of Safety. Participants will be introduced to conclusion writing, factual documentation, and court report writing.
* 24 hours of On-The-Job Training
* 14 hours of Child Abuse and Neglect or Case Management classroom training (including 6.5 hours of automated case management training)
* Case Management: This skill based curriculum will strengthen critical thinking skills, and apply them to case management. Participants will get the opportunity to practice interviewing and report writing. Participants will strengthen their knowledge in Signs of Safety and permanency planning. Participants will be introduced to writing summaries, factual documentation, and court reports. Participants will also receive hands on individual experience in entering, updating, and inquiry of CD programs.
* Investigations: This skill based curriculum will strengthen critical thinking skills, and apply them to CA/N investigations. Participants will get the opportunity to practice interviewing and report writing. Participants will strengthen their knowledge in Signs of Safety. Participants will be introduced to conclusion writing, factual documentation, and court report writing. Participants will also receive hands on individual experience in entering, updating, and inquiry of CD programs.
* 24 hours of On-The-Job Training
* 21 hours of Reinforcement and Evaluation training
  + Case Management: In this skill based curriculum staff will display satisfactory casework interviewing skills, identify the proper steps in a permanency planning process, display knowledge of the principles of the normal development of children, display an awareness of and sensitivity to typical reactions of families and individuals to severe environment and inter-personal stress and gather information and individually complete a map or maps using Signs of Safety.
  + Investigations: In this skill based curriculum staff will display satisfactory casework interviewing skills, identify the proper steps in a case planning process, display knowledge of the principles of the normal development of children, display an awareness of and sensitivity to typical reactions of families and individuals to severe environment and inter-personal stress and gather information and individually complete a map or maps using Signs of Safety.
* 14 hours of On-The-Job Training

**Northern Region**

The Northern Region ensures that each staff member begin the learning process on their first day of hire.  They are assigned an “On the Job” Training (OJT) specialist on that day.  They meet with their specialist or designee (supervisor/CSWIV/Mentor) immediately and are given a chronological list of their assignments. These assignments include required trainings, timeline of assignments, and any assistance needed to complete assignments.  The first training requirements are New Employee Orientation, Workplace Safety and Child Welfare Practice Training (CWPT).

A new worker is required to shadow identified field experiences and have daily discussions, as well as submit field observation to the OJT specialist.  They are not allowed to be assigned their own caseloads until the completion of the first phases of training and CWPT.  Assignments and trainings are tracked by their Specialist or designee for completion.  A cover sheet of all required tasks is sent to the Northern Region Training Manager while the physical file/work stays in the office with the employee’s supervisor.  This progress is documented the first year during three training meetings held with the participant, OJT specialist, mentor and supervisor.  Thereafter, their progress is documented through supervisory conferences and annual evaluations.  Training requirements and training plans are kept in their personnel files.

If a supervisor determines that the worker is not progressing sufficiently on the key concepts, the supervisor can fill out an individual request to have a trainer or designee spend “one on one” time with the worker to mentor, teach and model the area of need.  Specific tasks assigned to the worker is documented and discussions are had with the supervisor/specialist around the progress made, and recommendations for future work.  This helps to ensure that the learning has transitioned from training to the field.

“On the Job New Worker Training” is anywhere from approximately 200 to 240 hours of on-the-job training (not included is the classroom training), which includes structured discussions, activities and shadowing experiences with new staff starting on their hire date.  The discrepancy in the hours is because staff who are assigned to Investigations/Assessments only are not required to attend Core: Case Management training. New staff is assigned mentors to work with them to complete assigned tasks specific to the Northern Region OJT Guide.  This on the job attention continues throughout their first year of employment.  Training is provided by a team of 13 OJT specialists assigned throughout the Northern Region.  All new hires are required to participate in this training based in their own offices.

There is gradual assignment of work duties given to the new employee as the employee participates in classroom CWPT and exhibits comfort and competency during OJT.  Through each phase of new hire training more responsibility is given.

The Northern Region training structure currently consists of:

* CWPT Northern Region Class 1 CD000528 Introduction to Child Welfare Practice – 12 hours
* 2 weeks of OJT, 80 hours
* CWPT Northern Region Class 2 CD000529 Domains of Well Being and Trauma Informed Practice – 18 hours
* 1 week of OJT, 40 hours
* CWPT Northern Region Class 3 CD000530 Signs of Safety Basic Training – 18 hours
* 1 week of OJT, 40 hours
* CWPT Northern Region Class 4 CD000531 Core: Investigations – 18 hours
* 1 week of OJT, 40 hours
* CWPT Northern Region Class 5 CD000532 Core: Case Management – 18 hours
* 1 week of OJT, 40 hours

Phase 1:

The focus of this phase is to introduce trainees to the agency and acclimate them to the offices.  Trainees are working on Phase 1 activities from the OJT Guide and can attend/shadow visits and meetings.

Phase 2:

Trainees can attend/shadow visits and meetings and co-facilitate as appropriate with approval/assistance from their specialist/supervisor/mentor.  As ready, trainees can enter narratives, assist in developing and writing court reports and referrals, gathering information, and assist with obtaining investigative or case management information for the assigned case manager.  Shadowing experiences and conversations should center around Phase 2 OJT activities which includes the understanding the Five Domains of Well-Being and Trauma.

Phase 3:

Trainees can attend/shadow visits and meetings and co-facilitate as appropriate with approval/assistance from their specialist/supervisor/mentor.  As ready, trainees can enter narratives, assist in developing and writing court reports and referrals, gathering information, and assist in with obtaining investigative or case management information for the assigned case manager.  Shadowing experiences and conversations should center around Phase 3 OJT activities which includes the understanding and implementing/working Signs of Safety.

Phase 4:

Trainees continue to attend/shadow visits and meetings and co-facilitate case management responsibilities with mentor guidance.  After program line training, the supervisor may determine if worker is prepared to assume sole investigative or co-case management responsibilities to include on-call.  Supervisor is responsible to determine if and when the trainee is able to increase co-managed caseloads or be assigned as the sole case manager, slowly increasing the number of cases assigned.  Phase 4 is the official end of intense OJT/Classroom training but OJT activities are still required to be completed.

Phase 5:

This phase lasts through the first year of the trainee’s employment and ends with successfully completing probation.  Supervisors assume the guidance/direction of trainees and caseloads slowly increase to a standard level.  Trainees continue to follow the OJT Guide for Phase 5 which includes involvement in additional training like Psychotropic Medications, Trauma Tool Kit and Legal Aspects as available.

**Southwest Region**

The Southwest Training Region is providing the following training structure:

* 40 hours of Field Experience prior to beginning formal training.
* 32 hours of Philosophy and Principals
* 40 hours of Field Experience
* 32 hours of Foundational Framework
* 40 hours of Field Experience
* 32 hours of Child Abuse/Neglect Response and Family Centered Services
* 40 hours of Field Experience
* 32 hours of Family Centered Out of Home Care

In the Southwest Region, a new class of CWPT starts every 8 weeks. Staff are hired 1-2 weeks before they begin CWPT. The Circuit Managers or office designee enrolls new hires in training. Tracking of the overall process and participation is being done by the clerical support for the regional professional development team and the regional Training Manager.

New caseloads begin to be assigned once CWPT and the worker’s OJT are completed. Caseloads are gradually built up to full capacity. Caseloads are assigned earlier when every other option has been exhausted. Monitoring and support are provided by supervisors and OJT specialists. If staff competency is demonstrated, a full caseload assignment at one year is generally expected.

**Southeast Region**

Southeast Region also developed a combination of on-the-job training with classroom curriculum, called Southeast CWPT Basic Skills Training. In the Southeast Region, the expected timeframe in which a newly hired staff should start training is within two weeks of hire, however, some newly hired employees’ start dates fall directly at the start of a new training cycle and others have to wait for the next training cycle to begin. Preferably, one to two weeks prior to Basic Skills training, the worker meet with a member of the professional development team to determine which On-the-Job Coaching (OJC) activities will be completed first.

While a worker is participating in Basic Skills classroom training and OJC activities, the coaches or specialist will determine when the worker is ready to assume co-case management responsibilities, beginning with one case. After five days of field training experience with the first case, the supervisor may determine if the worker is prepared to assume co-case management responsibilities for a second case. After a worker has had five days of field training experience with the first case, the supervisor will determine worker readiness for assumption of additional case management responsibilities and assign new co-managed cases incrementally based upon a worker’s progress. The worker’s co-managed caseload may not exceed four cases until Basic Skills Training is complete.

The Southeast Region is providing the following training structure:

* Class 1: Foundation & Beginning Communication Skills, 33.5 hours
* Class 2: Interviewing Skills & Safety/Risk/Evidentiary Evaluations, 28 hours
* Class 3: Family Dynamics & Working with the Family System, 28 hours
* Class 4: SE Systems, 17 hours

**St. Louis Region**

St. Louis Region offers “Keys to Success”, Child Welfare Practice Training for new employees. A new session of classes is offered every two months, allowing newly hired staff to start class within four weeks of being hired, coupled with beginning on the job orientation within the first two weeks, prior to the start of class.

New caseloads begin to be assigned once CWPT and the worker’s OJT are completed. Caseloads are gradually built up to full capacity.

St. Louis Child Welfare Practice Training “Keys to Success” consist of:

* 14 hours of CWPT - Keys To Success Class 1: Intro CD Philosophy & Practice
* 6.75 hours of Keys to Success: OJT Orientation
* 28 hours of CWPT - Keys To Success Class 2 CA/N
* 20.25 hours of Keys To Success - OJT CA/N
* 28 hours of CWPT - Keys To success Class 3 Family Centered Services (FCS)
* 20.25 hours of Keys To Success - OJT FCS
* 28 hours of CWPT - Keys To Success Class 4 Foster Care, Out of Home Care (FCOOHC)
* 7 hours of CWPT - Keys To Success CA/N Enrichment Part 1
* 7 hours of CWPT - Keys To Success CA/N Enrichment Part 2
* 20.25 hours of Keys to Success: OJT Alternative Care (AC)
* 7 hours of Systems Keys To Success - CA/N
* 7 hours of System Keys To Success - FCS
* 7 hours of System Keys To Success - AC

There are two classes in the initial CWPT curriculum that are being included in all regions:

*Signs of Safety Basic Training* - This class details specific practice tools core to the child protection task of risk assessment and planning. Information is provided on processes where front line professionals and families engage with each other in partnership to address situations of child abuse and maltreatment. Learning objectives are comprehension and application of family mapping, scaling, and safety planning and specific best practice assessment techniques with children.

*A Wellbeing Orientation: Five Domains -* The class will shift the focus from fixing problems to fostering wellbeing. It will emphasize the belief that we work with whole families, people, and communities. Wellbeing isn't something you have or don't have; it is dynamic. There will be discussion about weighing tradeoffs and making and sustaining change.

The following activities are addressed in the Child Welfare Practice Basic Training:

* Children’s Division Practice Model skills
* Referral to services
* Preparation for and participation in judicial determinations
* Placement of the child
* Development of the case plan
* Case reviews
* Case management and supervision
* Recruitment and licensing of foster homes and institutions
* FACES (SACWIS system)

**Hotline Unit**

The Hotline offers four weeks of training for new employees. A new session is determined when new staff are hired to the hotline. The classes can be very small (one to two employees) or can be larger. Staff start training in the classroom and then the training is moved to a section of the floor. After the training is completed employees are assessed to see if additional one on one training is needed before the employee is allowed to take calls. The calls are monitored in several ways after the employee leaves training. Calls may be listened to live or on a recorded option. Once the new worker has met specific skills, they are allowed to answer the phones without a staff member listening. These calls are inputted into the system and are reviewed by supervisors until the supervisor deems the worker able to work without review. This review can continue until the worker has been employed for 6 months.

Hotline training consists of:

* Week one- policy/procedure/philosophy, signs of safety- 40 hours
* Week two- Referrals and Call procedure- 40 hours
* Week three- Assessments and taking calls- 40 hours
* Week four- Investigations and taking calls- 40 hours

***In-Service Practice Model Training for Front Line Staff***

The Children’s Division continues to focus training priorities on changing the culture of the agency through implementation and integration of the practice model, including the foundational practice initiatives of Five Domains of Wellbeing, trauma-informed care, and Signs of Safety, while at the same time promoting leadership at every level of the agency through High Performance Transformational Coaching – “The Heart of Coaching” and the National Child Welfare Workforce Institute’s Leadership Academy.

***Child Welfare Trauma Training Toolkit -*** Intensive two-day (12 hours) workshop focusing on trauma awareness, sensitivity, responsiveness, and informed case planning. The Child Welfare Trauma Training Toolkit 2nd Edition is designed to teach basic knowledge, skills, and values about working with children who are in the child welfare system and who have experienced traumatic events. The toolkit teaches strategies for using trauma-informed child welfare practice to enhance the safety, permanency, and well-being of children and families who are involved in the child welfare system. The content of the toolkit was developed by the Child Welfare Committee of the National Child Traumatic Stress Network. The original version of the Toolkit was released in 2008. Training and implementation of the Toolkit has been provided to child welfare agencies and jurisdictions across the country. Revisions to the Toolkit began in 2011, and this second edition is the final result of those revisions. Changes to the Toolkit incorporate updated research and enhanced content on types of trauma, cultural implications, and long-term effects of childhood trauma, parent trauma, and secondary traumatic stress. The revised version also embodies the Essential Elements of a Child Welfare System.

***Signs of Safety: Questions That Make A Difference*** - Questions are everywhere. They shape how we see the world and how we help others see the world. Questions are our sharpest tools to facilitate change. This short course will explore different types of powerful questions we can use in our everyday conversations.

***Signs of Safety: Power of Partnership -*** Objectives of the course through the use of action-learning circles, reflective practice, EARS questioning, rotational mapping, and appreciative inquiry.

***Domestic Violence Training -*** The Children’s Division, in conjunction with the Missouri Coalition against Domestic & Sexual Violence (MCADSV), has developed an online/eLearning domestic violence training for Children’s Division staff. The following activities are addressed in this training:

* Referral to services
* Preparation for and participation in judicial determinations
* Placement of the child
* Development of the case plan
* Case management and supervision

***STARS Pre-Service, In-Service, and Spaulding Train the Trainer -*** Training for resource families continues to be offered and conducted on a regular basis utilizing the training curriculum purchased from the Child Welfare League of America (CWLA). Foster PRIDE/Adopt PRIDE curriculum produced by CWLA is a part of Missouri’s preparation of resource families and is called STARS, which means **S**pecialized **T**raining, **A**ssessment, **R**esources, **S**kills, and **S**upport. Staff training and Development provides the STARS Train the Trainer courses for local training teams. The local training team consists of a service worker, foster and/or adoptive parent and a supervisor of the team. The service worker and the foster/adoptive parent co-train. The service worker also is responsible for conducting the family assessment needed for licensure.

The CWLA curriculum has 12 in-service modules providing over 100 hours of training. Train the Trainer courses are conducted for the same local training teams noted above. These courses are conducted throughout the state.

In addition to STARS, adoptive parents are required to attend 12 hours of training, specific to adoption, and prior to licensure. The above teams are also trained to provide this Spaulding “Making the Commitment to Adoption" course.

All the above STARS and Spaulding Train the Trainer courses include contractors who provide the training and assessment of resource families.

***STRONG-*** Training for resource families continues to be offered and conducted on a regular basis utilizing the training curriculum developed by resource specialists and the professional development team for families in the Southern regions. This training was written to address some needs for the state in regards to getting foster parents trained more timely and having them understand issues specific to the state. This class is currently being run as a pilot. The local training team consists of a service worker, foster and/or adoptive parent and a supervisor of the team. The service worker and the foster/adoptive parent co-train. The service worker also is responsible for conducting the family assessment needed for licensure.

The following activities are addressed in this training:

* Referral to services
* Preparation for and participation in judicial determinations, understanding Missouri child Welfare law
* Placement of the child
* Development of the case plan, working with birth parents and understanding permanency
* Case reviews
* Case management and supervision, understanding Children’s Division Practice Model including 5 domains, Signs of Safety and Trauma informed care
* Recruitment and licensing of foster homes and institutions

***Worker Safety Training*** – A need for a comprehensive training package on how to be safe as a practitioner was expressed through staff focus groups. Safety begins with adequate awareness of the trauma a family or child may have experienced and the use of language and conversation that are trauma sensitive. Workers need to have further development in de-escalation skills and self-defense techniques. It is believed that by giving staff the adequate skills needed to do their job safely they can then have their primary need for safety met and be able to focus on the family and children’s needs. Division of Youth Services has begun to share and support Children’s Division on training for staff around de-escalation techniques and safe transport of children and youth. The training curriculum shared is being used to create a trauma-informed and wellbeing approach that will be utilized to create eLearning with peer-supported learning and discussion.

**Supervisor Training**

***Initial In-Service Training***

The Children’s Division, in partnership with the Department of Social Services Human Resource Center (HRC), has developed a comprehensive skills based training structure for front line supervisors. The structure requires new CD supervisory staff to complete the following initial in-service training:

* DSS Leadership Orientation, 40 hours (one week)
* Training is scheduled and provided quarterly; supervisors are to enroll in a training session as soon after their hire/promotion date as possible.

The transition to supervision is challenging. Becoming a supervisor often means experiencing changes in your relationships, roles, responsibilities, and routines. Effective supervision is a skill. It helps in the transition for the supervisor to understand some basic concepts and functions of effective supervision (i.e., planning, organizing, leading/directing, and controlling).

***Ongoing In-Service Training***

In addition to the initial training provided to supervisors, the Children’s Division and the Department HRC continue to offer a variety of in-service training modules to provide supervisors and managers professional development opportunities beyond the initial training. Examples of the competency based modules that are available include The Heart of Coaching, Character in Action, Effective Discipline and will continue to be offered.

***Signs of Safety Advanced Supervisor Training, Part 1 -*** This is Part 1 of a 30 hour curriculum for front line supervisors with advanced discussion and skill building on practice attributes and supporting case level application of Signs of Safety. Learning objectives include introduction of supporting and advancing worker engagement, family mapping, scaling, safety planning and advanced use of supervision to support collaborative sustained best practice.

***Signs of Safety Supervisor Training Part 2 -*** This is Part 2 of a 30 hour curriculum for front line supervisors with advanced discussion and skill building on practice attributes and supporting case level application of Signs of Safety. Learning objectives include introduction of supporting and advancing worker engagement, family mapping, scaling, safety planning and advanced use of supervision to support collaborative sustained best practice.

***Supervisors Leading Through Signs of Safety Practice* -** Children’s Division recognizes that the frontline supervisor is in a critical position to aid the growth, development and support of their frontline staff. In this training we will focus on five different areas where supervisors can practice using the principals of Signs of Safety:

1. Creating a Team
2. Creating a Culture of Learning
3. Creating a Culture of Inquiry
4. Creating a Culture of Honoring
5. Creating a Culture of Critical Thinking

***Missouri CD Leadership Academy*** *–* Strengthening the workforce also includes strategies to provide the National Child Welfare Workforce Institute (NCWWI) Leadership Academy to field and central office leadership teams. As feedback from staff focus groups and the initial Comprehensive Organizational Health Assessment (COHA) have shown, there is a need to support supervisor and management professional development; to support environments ready for creating and cultivating sustainable models of peer support; and to support the development of leadership skills. Incorporating High Performance Transformational Coaching within the Leadership Academy aims to effectively create leadership at every level and to nurture and enhance professional sharing and peer support. As Children’s Division moves into full implementation of the leadership academy, it should support frontline, supervisor, and manager growth and development, creating innovative, adaptable, critically thinking teams who will have the knowledge and skills to implement the practice model and more successfully overcome challenges.

***Learning Circles for Supervisors -*** Learning Circles for supervisors provide ongoing professional development, offer frontline supervisors an opportunity to have reinforcement activities and conversations on specific supervision topics, and provide supervisors with the ability to problem-solve together through group discussions, action planning, and reviewing the effects of application in actual practice. Learning Circles are designed to provide an ongoing mechanism for supervisors to enhance and improve their practice.