

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 between training management, quality assurance/improvement staff and regional executive staff. The Program and Policy Deputy Director, Statewide Training Coordinator, Unit Managers from Programs/Policy teams and QA/QI management are now part of a regular monthly meeting meant to increase communication, collaboration and decision making at the executive team level among regional management, the training unit and the QA/QI unit. It provides a structured, ongoing way to discuss practice trends, training needs, as well as areas of strength in field practice. This strategy combined with continued involvement in executive team meetings will increase and enhance ongoing communication 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 five-year plan.

The regionalization of the agency trainers and curriculum development continues to be a how training can be 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. The regional team structure aligns with the overall organizational philosophy of providing concentrated practice support and coaching of field staff at the local level. This model promotes stronger connection between management and professional development, quality assurance oversight and mentoring in the field, where the direct work with families occurs. This structure supports the Division being more responsive to staff's needs.

In addition to the Children's Division directly providing training, other partners the Children's Division will continue to engage with include, but not be limited to, 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. The FCCM staff can attend training provided by training staff or provide their own, if the 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 within the regions for new Children's Service Workers, supervisors and managers. Training is directly provided to various levels of staff throughout the 46 circuits in the state of Missouri. 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 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, and adoption training based upon COA standards. 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.

All of the above on-going training is tracked through the agency Employee Learning Center (ELC).

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:

- *On-the-Job Coaching (OJC)* — On-the-job coaching 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 OJC activities. Supervisors must ensure that new workers have an opportunity to do all the assigned OJC activities. Coaching and modeling by the supervisors are important components of the OJC process. Worker skill and development level can be observed and assessed during assigned OJC activities and the case consultation process. Case management decisions must be made jointly between the supervisor, OJC 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 every day 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.
- *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
- *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 services/benefits/resources/opportunities of the Older Youth Program
- how to access services/benefits/resources and opportunities for the older youth
- 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 Coaching

New staff must complete On-the-Job Coaching (OJC), which supports the classroom training. The OJC training activities are part of the learning process of the new worker 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 OJC activities. The supervisor must ensure that new workers have an opportunity to do the assigned OJC activities referenced in the guide. Each region has an OJC guide developed for front line staff with required activities to be completed.

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 staff and new 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 87 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 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
- 21 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 Coaching (OJC) specialist on that day. They meet with their specialist immediately and are given a chronological list of their assignments, which include; required trainings they need to sign up for, timelines, and help to complete these

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 observations to their OJC Specialist. They are not allowed to be assigned their own caseloads until the completion of the first phases of CWPT classroom and OJC work. Assignments and trainings are tracked by the OJC Specialist and submitted to the Northern Region Training Manager. This progress is documented the first year during five training meetings held with the participant, OJC specialist, mentor and supervisor. Thereafter, their progress is documented through supervisory conferences and annual evaluations. Training requirements, activities and training plans are kept in their local personnel files with one page acknowledgement forms being kept in their training file centrally located in the region.

If a supervisor determines that the worker is not getting a grasp on the material trained, the supervisor can fill out an individual request to have a tenured staff member spend “one on one” time with the worker to mentor, teach and model the area of need. This information is documented in their file and shared with the circuit/office/supervisor with recommendations. This helps to ensure that the learning has transitioned from training to the field.

“On the Job New Worker Coaching/Training” amounts to approximately 200 hours, which includes structured discussions, activities and shadowing experiences with new staff starting on their hire date. Official classroom training can occur within a couple of days of the hire date, as there is a two-week OJC period after their first foundations class to assist in getting acclimated to the office/agency. Official classroom training amounts to typically 80 hours, with an exception made for an Investigator who will not do any Case Management activities can be excused from the 18 hours of Case Management training. New staff is assigned an individual mentor to work with them to complete assigned tasks. This on the job attention continues throughout their first year of employment. Training is provided by a team of 16 OJC specialists assigned throughout the Northern Region as well as the use of Worker III’s and IV’s. All new hires are required to participate in this training based in their own offices; however all new staff follow the same OJC guide located on the Northern Region drive, accessible to all staff.

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 OJC. Through each phase of new hire training more responsibility is given.

The Northern Region training structure currently consists of:

- 18 hours of CWPT Northern Region Class 1 – Introduction to Foundations of Child Welfare Practice
- 96 hours of On the Job Coaching/Training
- 18 hours of CWPT Northern Region Class 2 – A Well-Being Orientation and an Introduction to Trauma Informed Care

- 56 hours of On-The-Job Coaching/Training
- 18 hours of CWPT Northern Region Class 3 – Basic Introduction to the Signs of Safety Approach
- 56 hours of On-The-Job Coaching/Training
- 18 hours of CWPT Northern Region Class 4 – Core: Investigations
- 56 hours of On-The-Job Coaching/Training
- 18 hours of CWPT Northern Region Class 5 – Core: Case Management

Phase 1:

Trainees can attend and co-facilitate visits and meetings (with their mentor) and conduct visits and meetings (with mentor or alone when deemed appropriate by the supervisor or specialist), enter narratives; assist in developing and writing court reports and referrals, gathering information, and any other permanency planning and case management responsibilities after related modules are completed and if scheduled on trainees OJC week. All OJC case-management work/activities should be reviewed by mentor and should not take precedence over CWPT attendance.

Phase 2:

Trainees can attend and co-facilitate visits and meetings (with their mentor) and conduct visits and meetings (with mentor or alone when deemed appropriate by the supervisor or specialist), enter narratives; assist in developing and writing court reports and referrals, gathering information, and any other permanency planning and case management responsibilities after related modules are completed and if scheduled on trainees OJC week. Trainees must seek supervisory/specialist consultation prior to: Conducting visits or meetings on their own, modification to any safety plan, identification of safety plan participants, and writing final court reports.

Mentors determine if worker is ready to assume co-case management responsibilities for one case. After five days of field training experience with the first case, supervisor may determine if worker is prepared to assume co-case management responsibilities for a second (2nd) case. Supervisor is responsible to determine if and when the trainee is able to increase to a co-managed case load not to exceed four cases total until CWPT is complete. Supervisor will assign trainee as a secondary worker to the assigned case managers.

Phase 3:

Trainees can attend and co-facilitate visits and meetings (with their mentor) and conduct visits and meetings (with mentor or alone when deemed appropriate by the supervisor or specialist), enter narratives; assist in developing and writing court reports and referrals, gathering

information, and any other permanency planning and case management responsibilities after related modules are completed and if scheduled on trainees' OJC week.

Supervisor is responsible to determine if and when the trainee is able to increase to a co-managed case load not to exceed four cases total until CWPT is complete. Supervisor will assign trainee as a secondary worker to the assigned case managers.

Phase 4:

Supervisor should determine if worker is sufficiently prepared to assume solo case-management responsibilities following completion of CWPT training at an assignment rate the worker is successfully capable of managing with continued close support, guidance and monitoring of case management activities by the supervisor.

Supervisor can determine if worker is sufficiently prepared to participate in the on-call rotation following completion of CWPT training, Core: Investigations. This should occur only if the worker has shown a successful understanding of assuring safety and the process by which to do so and only if the worker has had opportunity to shadow and observe each type of hotline contact and the supervisor has determined the worker capable of managing a hotline independently.

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 specialist. 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 coaching 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. It is preferred 1-2 weeks prior to Basic Skills training the worker meet with a member of the professional development team to determine which OJC activities will be completed first.

During Basic Skills classroom training and alternating OJC activities, assuming co-case management responsibilities will be determined by Coaches/Specialist if worker is ready to assume co-case management responsibilities for one case. After five days of field training experience with the first case, supervisor may determine if worker is prepared to assume co-case management responsibilities for a second case. Supervisor is responsible to determine if and when the trainee is able to increase to a co-managed case load not to exceed four cases total until Basic Skills Training is complete. Supervisor will assign trainee as a secondary worker to the assigned case managers.

The current Southeast Region is providing the following training structure:

- CWPT SE class 1: Foundations-Intro to MO Practice Model 31.5 hours
- CWPT SE class 2: MO Practice Model Implementation Pt. 1 28.0 hours
- CWPT SE class 3: MO Practice Model Implementation Pt. 2 24.5 hours
- CWPT SE class 4: MO Practice Model Implementation Pt. 3 28.0 hours
- CQI: Be the Change 2.0 hours

SE Systems (7 hours for investigators and assessors, 11 hours for case managers. All workers have the option to take both classes and some do.)

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 OJC are completed. Caseloads are gradually built up to full capacity.

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

- 21.0 hours of CWPT - Keys To Success Class 1: Intro CD Philosophy & Practice

- 10.5 hours of Keys to Success: OJT Orientation -1 ½ day for this class
- 21.0 hours of CWPT - Keys To Success Class 2 CA/N
- 21.0 hours of Keys To Success - OJT CA/N
- 21.0 hours of CWPT - Keys To success Class 3 FCS
- 21.0 hours of Keys To Success - OJT FCS
- 21.0 hours of CWPT - Keys To Success Class 4 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
- 21.0 hours of Keys to Success: OJT 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 – FCOOHC
- 14 hours of CA/N enrichment

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 members 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 emphasis 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)

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.

Signs of Safety: Practice Leader Development Program - Practice Leaders will grow their own capacity and the capacity of workers to use the Signs of Safety learning methods (Appreciative Inquiry, Mapping, Group Supervision, Learning Journal) to:

- build partnerships (with families and other professionals)
- co-create vision

- communicate and act with integrity
- model the Signs of Safety practice principles
- make risk-sensible decisions
- develop, monitor, evaluate and adjust plans to achieve desired outcomes
- invest in personal and professional growth through reflection

Practice Leaders will be prepared for their involvement in the Practice Leader Development Program during the five-day advanced training, where they will be provided with an Appreciative Inquiry script to use in their teams. Practice Leaders will be expected to have conversations with workers, as opportunities arise, using the Appreciative Inquiry process to assist workers to think into and through the issues they are experiencing. Those conversations should be focused on strengths and existing successes in solving the complex issues within workers' day-to-day work. Prior to the first development session, Practice Leaders are asked to reflect on, and record in their Learning Journal, their successes and struggles in using this Appreciative Inquiry approach to talk with workers about difficult pieces of work. It is this notion of having appreciative conversations that will be amplified throughout the implementation process, to bring the culture of Appreciative Inquiry to the everyday work of the organization, from leadership to the practitioners in the field.

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**rainin**G**, **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. As of March 2014, a total of five sessions have been conducted, and 61 participants have attended STARS Pre-Service, In-service, and Spaulding Train the Trainer during SFY14. Additional sessions are scheduled for SFY15.

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 reviews
- Case management and supervision
- 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. The in-service training will continue to be offered in SFY 20.

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 of to the growth, development and support of their frontline staff. In this training we will focus on five different areas that supervisors where can use 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, 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.