

## **Update to the 2015-2019 Training Plan**

This report is an addendum to the 2015-2019 Training Plan. This update includes any introduction of new training or immediate plans to begin new training; any modification to current training or discontinuation of training since the submission of the 2015-2019 Training Plan. Any training currently offered which has not changed from the submission of the 2015-2019 Training Plan is not included in this update.

During CY2014 and ongoing, several steps were taken to better support communication and practice between professional development and training management, quality assurance and quality improvement staff and regional executive staff. The Professional Development Coordinator and QA/QI management are now part of the executive team which meets twice each month. This result has been better communication and decision making at the executive team level among regional management, the professional development 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. These strategies to 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 professional development unit is in a good position to fully support the implementation of the five-year plan.

In December 2014 and January 2015 the training operations were regionalized. The trainers, who are supervised in the regions, along with other designated regional mentors and coaches, are now a part of local professional development teams 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 leadership and mentoring in the field, where the direct work with families occurs. This structure assists the Division in being more responsive to staff's needs.

### *Professional Development and Training CY2014:*

During CY2014 the Children's Division Professional Development and Training Unit continued to develop and deliver initial core and ongoing in-service training programs for all new Children's Service Workers and supervisors. Training was directly provided to various levels of staff throughout the 45 circuits in the state of Missouri. The training was based on agency policy and best practice and is designed to provide a consistent core structure, while also providing ongoing in-service opportunities based on needs identified through individual, regional or circuit specific assessment, as well as professional development plans between staff and front line supervisors. The professional development of staff is considered a high priority within the agency and relies 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 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 were conducted in geographic locations throughout the state to accommodate staff and community partners.

### Professional Development and Training CY2015:

Beginning CY2015, responsibility for the delivery of training to frontline staff was delegated out to each region. Regional Directors assigned Professional Development teams which include trainers and specialists. Core curriculum continues to be based on the division's Family-Centered philosophy however there is an increased emphasis in on the job coaching and mentoring in the field. Oversight and collaborative consultation with the regional teams is done by the Professional Development Coordinator and two training consultants. One training consultant covers Jackson County and the northern region and the other covers the St. Louis, southeast and southwest regions.

### Regional Training

Professional Development begins when an employee begins 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 training. The formal, classroom training is provided by agency staff trainers and the on-the-job training is provided by local supervisors or specialist in the employee's own area.

At the beginning of this reporting period, from July 2014 to December 2014, The Children's Division offered basic training to all new employees, some re-hires, and occasionally those employees identified by local supervision as needing remedial help. Basic training, formally referred to as Child Welfare Practice Basic Orientation Training (CWPT), consisted of 128 hours and was provided by a centrally structured training unit in four locations across the state (St. Louis, Columbia, Kansas City, and Springfield, Missouri). The basic orientation curriculum consisted of five classes:

- 32 hours of Family Centered Philosophy and Skills training
- 32 hours of Child Abuse and Neglect and Family Centered Services Training+
- 32 hours of Family Centered Out of Home Care Training
- 32 hours of Automated Computer Systems Training
- 15 hours of Reinforcement and Evaluation Training

In addition to the formal curriculum new staff also completed On-the-Job Training, which supported the classroom training. An On-the-Job Training guide was developed for both the supervisors and the staff with required activities to be completed. This OJT Guide was designed to provide on-the-job training for the first six months of implementation. After completing the assigned activities both the supervisor and the worker initialed and dated the Acknowledgement of Completion of OJT Assignments during the first six months of the OJT process. Completion of the OJT is tracked through the Employee Learning Center (ELC). The completed form was kept locally in the employee's local personnel file.

From July 2014 – December 2014, a total of 13 regionalized sessions of Family Centered Philosophy and Skills had been provided to 426 participants; 13 sessions of Child Abuse/Neglect Investigations/Assessment and Family Centered Services was provided to 427 participants; 14 sessions

of Family Centered Out-of-Home Care training had been provided to 443 participants; 15 sessions of Computer Systems had been provided to 411 participant's; and 19 sessions of Reinforcement and Evaluation had been provided to a total of 443 participants.

In December 2014, The Children's Division restructured the Professional Development and Training Unit from centralized structure to a regional structure. Each region identified local training teams consisting of managers, trainers, and specialist. The new training teams developed a new training structure that met their local training needs and incorporated on-the-job training into their training structure.

### Jackson County

The first to roll-out their new training structure, Jackson County developed a five week combination of classroom/field experience that began in December 2014. New employees begin basic training, still called Child Welfare Practice Basic Orientation Training in Jackson County, within two weeks of employment (specifically, of those hired May 1 through August 28, 2015, the average time from the date of hire to start date of training is 8 work days). 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. 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 consist of:

- 13.5 hours of Philosophy and Skills classroom training
- 24 hours of On-The-Job Training
- 14 hours of Philosophy and Skills classroom training
- 24 hours of On-The-Job Training
- 14 hours of Child Abuse and Neglect or Case Management classroom training
- 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)
- 24 hours of On-The-Job Training
- 14 hours of Reinforcement and Evaluation training

After the first two weeks of training, Jackson County bifurcates and provides specialized training to new employees along program lines. Jackson County Training Region provides a total of 96 hours of on-the-job training and 69.5 hours of classroom training.

Class 1 has been done four times. Total of 19 participants.  
Class 2 has been done four times. Total of 16 participants.  
Class 3 has been done four times. Total of 15 participants.  
Class 4 has been done four times. Total of 18 participants.  
Class 5 has been done four times. Total of 18 participants.

## Northern Region

In January 2015, the Northern Region developed a six week training structure consisting of a total of 54 classroom training hours and 152 hours of on-the-job training. The Northern Region's current training structure is three days in the classroom followed by seven days of on-the-job training:

- 40 hours of On-The-Job training prior to beginning formal training
- 18 hours of Philosophy and Skills classroom training
- 56 hours of On-The-Job Training
- 18 hours of Child Abuse and Neglect classroom training (including 6 hours of automated computer systems training)
- 56 hours of on-the-job training
- 18 of Case Management classroom training (including 6 hours of automated computer systems training)

Class 1 has been done seven times. Total of 64 participants.

Class 2 has been done six times. Total of 49 participants.

Class 3 has been done six times. Total of 49 participants.

In the Northern Region it is a mandatory two weeks between hire date and start date before the new employee begins classroom Child Welfare Practice Basic Orientation Training (CWPT), because they are required to complete one week of On-the-Job Training prior to attending classroom CWPT.

Training support clerical track attendance and participation in conjunction with supervisors and OJT specialists individually working with new staff member.

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.

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 case management responsibilities after related modules are completed and if scheduled on trainees OJT week. All OJT 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 case management responsibilities after related modules are completed and if scheduled on trainees OJT 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 case management responsibilities after related modules are completed and if scheduled on trainees' OJT 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. 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

Training transitioned from centralized training to regional in March 2015. Southwest Region also developed a combination of on-the-job training with classroom instruction. 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 enroll 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. If staff competency is demonstrated, a full caseload assignment at one year is generally expected.

Currently 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 Foundations of Family Centered Skills classroom training.
- 40 hours of Field Experience
- 32 hours of Child Abuse/Neglect Classroom training
- 40 hours of Field Experience
- 32 hours of Case Management classroom training
- 40 hours of Field Experience

Class 1 has been done four times. Total of 40 participants.

Class 2 has been done three times. Total of 39 participants.

Class 3 has been done two times. Total of 28 participants.

Class 4 has been done one time. Total of 12 participants.

Computer Systems has been done one time. Total of 12 participants.

### Southeast Region

Southeast Region transitioned from centralized training to regional training in March 2015. Like the other regions, they have also developed a combination of on-the-job training with classroom curriculum, called Southeast CWPT Basic Skills Training. In the Southeast Region there is an average of three weeks between hire date and start date of Basic Skills classroom training, 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 that 1-2 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. As the Southeast Region professional development team has just begun their program within the last five months they are working to perfect their tracking mechanism. It is the specialist responsibility to track the activities of the new employee.

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:

- Class 1: Foundation & Beginning Communication Skills, 28 hours
- Class 2: Interviewing Skills & Safety/Risk/Evidentiary Evaluations, 28 hours
- Class 3: Family Dynamics & Working with the Family Unit, 28 hours
- Class 4: Reunification & Building Lifelong Relationships, 28 hours

Automated Computer Systems is included in both Class 3 and Class 4 of the Southeastern Training Curriculum. In May 2015, The Southeast Training Region will shorten their curriculum to three classes combining Classes 3 and 4.

Class 1 has been done one time. Total of 12 participants.

Class 2 has been done one time. Total of 13 participants.

Class 3 has been done one time. Total of 14 participants.

Class 4 has been done one time. Total of 13 participants.

Computer Systems has been done one time. Total of 14 participants.

### St. Louis Region

The final region to transition is St. Louis, which will begin training with a new regional structure by July 2015. As they have examined their needs and adjusted to leadership changes within their area, they have been following the same training structure that was in place in July 2014.

At the end of August 2015, the St. Louis Region began their first session of classes, "Keys to Success", at the end of June and have not yet went through a full cycle. It is planned to offer a new session of classes every two months, therefore 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.

### In-Service Modules for Front Line Staff:

During transition from the Professional Development Unit and Regional Training Teams there continues to be offered four core in-service modules for staff. The in-service modules serve as the next level of skill development for staff following completion of the initial training and on the job coaching. The modules provide concentrated skill building with an emphasis on core areas of agency policy and best practice, and include both classroom training and on-the-job training. This in-service structure provides ongoing education and professional development of staff throughout their first twelve months of employment while in probationary status. The modules are designed to include a supervisory training component followed by the sessions for the worker. Depending on the area of specialization, staff are required to complete one or all of the sessions.

### Investigation and Assessment Core In-Service

This four-part in-service module provides concentrated focus on the identification and response to specific types of abuse and neglect. Various methods of instruction are used to explore critical thinking skills, social investigation/assessments, multi-disciplinary teams, supervisory consultation, decision making, worker/child/family safety & risk, interviewing children and adults, documentation, introduction to child advocacy centers, physical abuse, sexual abuse, and physical neglect, and skills demonstration and practice emphasis in conjunction with on-the-job training assignments. Supervisors of front line staff are also provided with a one-day overview of the training and on-the-job training activities prior to the field staff attending training.

The following activities are addressed in the Investigation and Assessment Core In-Service training modules:

- 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

### Family-Centered Services for Intact Families Core In-Service

This in-service module will provide the knowledge and skills for a CD staff person providing service to intact families. Concentrated focus will be on engagement skills, safety/risk assessment and re-assessment, safety planning, Family Support Team Meetings, family specific service and treatment planning, underlying issues/family functioning, case planning and case documentation and skills demonstration and practice emphasis in conjunction with on-the-job training assignments. Supervisors of front line staff are also provided with a one-day overview of the training and on-the-job training activities prior to the field staff attending training.

The following activities are addressed in the Family-Centered Services for Intact Families Core In-service training modules:

- Family-centered practice
- 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



### Family-Centered Services Out-of-Home Care & Older Youth Core In-Service

This in-service module will focus on the knowledge and skills of a CD staff person providing Family-Centered Out-of-Home Care services to children and families. Concentrated focus will be on facilitating family support team meetings, concurrent planning/case planning, critical thinking, case documentation, written service agreements, safety assessment in biological and foster parent homes, risk assessment/re-assessment, court/permanency issues, case closure, children exiting care, cultural diversity and skills demonstration and practice emphasis in conjunction with on-the-job training assignments. The Older Youth portion of this training provides information on the core philosophy elements of the Older Youth Program. Youth development principles and assets are discussed. Supervisors of front line staff are also provided with a one-day overview of the training and on-the-job training activities prior to the field staff attending training.

In this training, participants will:

- Learn to apply youth development philosophy and identify ways to implement youth development activities
- Learn what lifelong and permanent connections are and the importance of each
- Learn the importance of how adolescent development is related to permanency and youth involvement
- Develop an understanding of strategies to develop connections, how to talk to youth about connections and the link between independent living service activities and permanent connections
- Gain an understanding of the responsibilities of case management of older youth and procedures for using the Casey Life Skills Assessment (CLSA)
- Learn how the CLSA provides a comprehensive approach to assessment, goal planning, life skills instructions, and the evaluation of life skill activities
- Learn how to conduct a strength/needs assessment interview and how to use the web-based CLSA
- Understand how the Adolescent FST Guide & Individualized Action Plan and resources will assist to engage youth in their permanency and education planning.

The following activities are addressed in the Family-Centered Services for Out-of-Home Care Core In-service training modules:

- Family-centered practice
- 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

### Resource Development Core In-Service

This new in-service was implemented in March 2015 and was designed to provide on-going professional development to Resource Development Workers who assess and license out-of-home placement providers. This two-part in-service module incorporates various methods of instruction to explore critical thinking skills, decision making, child/resource family safety, communication, and revocation process.

The following activities are addressed in the Resource Licensing In-Service Training modules:

- Ethics
- Cultural competency
- Assessing for Safety and Protective Factors
- Mediating Conflict
- Crisis Intervention Skills
- Communication Skills
- Developing Professional Development Plans
- Trauma Informed Care
- Brain Development
- Adverse Actions
- Fair Hearing Process

### Career Ladder

July 2014, implementation of Children's Service Workers Career Ladder occurred. Two new classifications have been created to provide additional advancement opportunities for employees who meet the eligibility requirements: Children's Service Worker III and Children's Service Worker IV. The purpose of the Career Ladder is to increase retention of Children's Service Workers and Supervisors; improve performance and effectiveness of Children's Service Workers and Supervisors; provide opportunities for advancement, while keeping the most effective staff on the front-lines working with children, youth, and families; strengthen team concept and shared responsibility of workers, supervisors, and specialists; create system of ongoing professional and leadership development tied to proven professional competencies. The competencies assessed are based on the "Leadership Competency Framework" developed by the National Child Welfare Workforce Institute (NCWWI) with support from the Children's Bureau.

Career Ladder training will be offered to Children's Service Worker III's for the potential advancement to a Children's Service Worker IV. Three topics offered in CY2015 that are deemed relevant and necessary to support the level of expertise needed for a CSWIV are: High Performance Transformational Coaching; Advanced Investigations and Legal Aspects Workshop (a practical application of the medical and legal aspects of child abuse and neglect); and Assessing and Safety Planning for Youth with Problem Sexual Behaviors (training about assessment and engagement with families, safety planning and support for youth with problem sexual behaviors).

### Five Domains of Wellbeing

The Children's Division hosted seven Community Conversations between September and December 2014 across the state. Learning as a child welfare community, there was a common goal to move away from compliance and into a more family solution-based approach. Across sites, people acknowledged shared language is needed to communicate effectively across systems. Children's Division has begun to incorporate the Full Frame Initiative's "Five Domains of Wellbeing" approach as the foundation to the Child Welfare Practice in Missouri. Several opportunities are unfolding to incorporate the Five Domains of Wellbeing approach, including training developed and incorporated into Child Welfare Practice Training for newly hired staff and in service training for tenured staff. Training and support for supervisors is built into the initial implementation training of the Five Domains of Wellbeing.

### Child Welfare Trauma Training Toolkit

Children's Division recognizes exposure to trauma can impact children's physical health, emotional health, learning, behavior, and social skills. The Division committed to becoming a trauma-informed organization by which its policies and practices are embedded with a trauma awareness and focus. To steer the development and implementation plan for becoming a trauma-informed agency, the Children's Division partnered with the Department of Mental Health (DMH) in March 2014 to share the employed position of Patsy Carter, PhD, Director of Children's Clinical Services for the DMH. In addition to assisting Children's Division in becoming a trauma-informed agency, Dr. Carter will help build a clinical structure within the agency and is providing clinical consultation services.

The Children's Division elected to train staff using the received National Child Traumatic Stress Network (NCTSN) *Child Welfare Trauma Training Toolkit* curriculum. A group of select staff and contracted providers participated in the NCTSN *Child Welfare Trauma Training Toolkit* train-the-trainer in September 2014 and are training all staff in their respective regions through 2015. Future training sessions will incorporate resource providers and multidisciplinary members (juvenile officers, guardian ad litem).

As helping professionals routinely exposed to the trauma experienced by children and families, Children's Division staff are at risk for developing secondary traumatic stress. Staff will receive training and consultation for secondary traumatic stress.

### Signs of Safety

October 2014, Missouri Children's Division began the exploration and inquiry into *Signs of Safety* practice model. *Signs of Safety* is an integrated framework for how to do child intervention work - the principles for practice; the disciplines for practitioners' application of the approach; a range of tools for assessment and planning, decision making and engaging children and families; and processes through which the work is undertaken with families and children, and including partner agencies. The principles of the *Signs of Safety* are the working relationships are fundamental, with families and other professionals; stance of critical inquiry – always being prepared to admit you may have it wrong; and families and frontline practitioners are the arbiters of whether practice works.

The implementation of *Signs of Safety* has begun in one circuit, Jackson County, on June 2015. This is the beginning of a phased-in approach with emphasis on community and agency readiness determining where and when to start the next implementation site.

### Supervisor 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:

- HRC Basic Orientation Supervisory Skills (BOSS) Training, 40 hours (one week)
- Children's Division Clinical Supervision Training, 46 hours (Three-part training)

HRC's Basic Supervision Skills Training is scheduled and provided quarterly; supervisors are to enroll in a training session as soon after their hire/promotion date as possible. As of May 2015, seven sessions of Basic Supervision have been conducted with 71 Children's Division staff attending.

Clinical Supervision Training was conducted from July 2014–October 2014. Clinical Supervision built upon the competency areas such as leadership, the parallel process of being strengths based and solution focused, decision making, group supervision, time management, critical thinking, coaching, case consultation, worker development and performance, ethical and liability issues, teamwork, crisis intervention, mediation, and facilitating change are the focus of the training. Two parts of the Clinical Supervision Training were delivered within the first year of supervision and the third session was delivered in the supervisors second year of supervision. Part 1 of Clinical Supervision was conducted three times from July 2014–October 2014 with 27 participants. Part 2 was conducted three times during the same time frame for 25 participants, and Part 3 was conducted four times during the same time frame for 27 participants. Clinical Supervision was suspended in October 2014 to be rewritten and updated to support our agencies values and leadership style. Once this curriculum has been revised, we plan to resume providing it to front line supervisors.

### National Child Welfare Workforce Institute

In 2014, thirteen new university-agency partnerships across the country were selected to prepare the current and future child welfare workforce to strengthen child welfare practice through traineeship programs, local agency engagement strategies, and specialized child welfare curricula. Missouri Children's Division partnered with three universities to develop proposals. Of the thirteen awards, Missouri received two. One partnership is with the University of Missouri-Kansas City (MSW program). The other is with Missouri State University (BSW program). These NCWWI University Partnership (UP) programs are:

Identifying, selecting and administering BSW & MSW stipend programs that will increase recipients' child welfare knowledge and practice skills enabling them to address the challenges facing children, families and the child welfare system through dedicated field education, specialized coursework, and program supports that include an attentiveness to the transition to careers and agency settings;

Ensuring the meaningful engagement of each university with a local child welfare agency to collaboratively address specific systems challenges that hinder the transition to work, specialized practice, and retention of traineeship graduates; and,

Building the capacity of college and university social work programs to prepare students for the unique demands of serving in public child welfare through the development and delivery of a specialized social work child welfare curriculum with an emphasis on evidence-based and trauma-informed practices.

As a result of receiving these two grants, CD has the opportunity to take advantage of multiple NCWWI programs:

Leadership Academy for Social Work Deans/Directors/Chairs and Child Welfare Agency Directors (LADD):

Agency-university partners engage in a leadership enrichment program to advance the preparation and support of the child welfare workforce. This new Academy advances change initiatives and leadership enhancements that address workforce, services, inter-organizational, organizational and related capacity-building to improve recruitment, selection and retention of professionally prepared staff.

Workforce Excellence (WE) and Organizational Intervention:

Out of the thirteen national awards, only three were granted Workforce Excellence status and Missouri was one of the sites granted this status. The division has four WE sites (Jackson County- Fletcher Daniels building, Greene County, Jefferson County and the 42nd Circuit) where agency staff and leaders engage in a Comprehensive Organizational Health Assessment (COHA) and then development of an Organizational Intervention. These interventions are to be proactive, strategic, collaborative, and sustainable initiatives designed to address critical workforce challenges.

Leadership Academy for Supervisors (LAS):

The LAS is a blended learning program for experienced child welfare supervisors. A free web-based training program for building leadership skills, it is based on the latest research and presented by national experts. The LAS is for supervisors who want to be effective leaders in their current role or who are interested in preparing for advancement. The core curriculum consists of six online modules each followed by a face-to-face seminar (Leadership Academy for Supervisors Learning Network or LASLN) where supervisors will network with facilitators and other supervisors to discuss and reinforce what has been covered in the previous module. The core curriculum provides 43 hours of training and includes two tracks: a Personal Learning Plan (PLP) to develop leadership skills and a Change Initiative (CI) project to contribute to a systems change within the agency. 40 supervisors are participating in the first LAS cohort which began in July 2015. Middle Managers, Quality Assurance and Quality Improvement staff, and Training Technicians were selected to provide facilitation and coaching to the first cohort of LAS participants.

Leadership Academy for Middle Managers (LAMM):

A culturally responsive learning program for experienced state and tribal child welfare mid-level managers. Its goal is to enhance the ability of middle managers to apply leadership skills for implementation of sustainable systems change to improve outcomes for children, youth and

families. LAMM increases the effectiveness of child welfare agencies by enabling managers to address persistent complex challenges requiring adaptive, distributive, and inclusive leadership. It offers managers the latest research and new directions for child welfare practice, leadership, workforce development, succession planning and management from academic, private, and nonprofit sectors. 37 middle managers participated in the first cohort of three day LAMM training in June 2015.

#### Training for Residential Providers

Missouri is currently not claiming any federal funds for training for residential providers. The Division plans to review curriculums submitted by the facilities and develop a list of those that are appropriate for federal dollars and limit claiming to only those. In addition, CD is defining acceptable documentation of costs. When this is completed the IV-B Training Plan will be amended to include the specific trainings.

#### Professional Development Collaboration

Over the past year, the Children's Division has continued to move forward with collaborative efforts to strengthen the professional development and practice of agency staff. The feedback and evaluation from the training opportunities, both in the classroom and in the field, have been positive overall. Staff indicate this professional development has improved individual knowledge and skill, but it has also provided a means to strengthen strategic planning and ongoing collaboration at the local level.

#### Child Abuse Investigations Training

Missouri KidsFirst provides child abuse investigative training to Missouri's Children Division workers. Missouri KidsFirst has three main program areas: The Missouri Network of Child Advocacy Centers, Prevent Child Abuse Missouri and Sexual Assault Forensic Exam, Child Abuse Resource and Education (SAFE-CARE). The CD ChildFirst Investigative Training brings together a faculty comprised of experienced professionals and experts. The faculty provides child abuse professionals a comprehensive introduction to a multidisciplinary team approach that will improve one's ability to effectively and reliably investigate child abuse. The training brings the field into the classroom, enhancing the education of front-line child abuse professionals. This training incorporates lecture and discussion, review of electronically recorded interviews, and skill-building exercises. The training will cover topics such as child development, memory and suggestibility, testifying in court, legal issues and preparing children for court and will teach participants to apply the latest research to real-world situations.

#### Human Trafficking

In March of 2014, CD introduced a new anti-human trafficking website which has been released for use by law enforcement agencies statewide to notify the Department of Social Services of human trafficking pursuant to Section 566.223 RSMo. The Department may utilize this information to coordinate with state, federal, and local agencies to evaluate appropriate services for victims of trafficking. In addition, to meet the requirements set forth in Public Law 113-183, the Division has commenced a plan to develop policies and procedures (including training) to identify and provide services for youth at risk of

becoming a human trafficking victim. The Division plans to track all potential victims, not only those who are in foster care. A draft protocol document has been developed and it is pending final approval with a local human trafficking task force. The Division plans to partner with the Boone County Human Trafficking Task Force, the Central Missouri Stop Human Trafficking Coalition, and faculty from the University of Missouri to develop a training plan for statewide implementation.

Legal Aspects Trainings:

Class Type	Total Number of Sessions	Total Number of Participants	Location
Legal Aspects for Investigators	7 sessions from March 2014 to March 2015	127 participants (CD personnel)	Agency training room
*Legal Aspects for Family Centered and Adoption	7 sessions from March 2014 to March 2015	163 participants (CD personnel)	Agency training room
Fundamental Skills for the Deputy Juvenile Officer/Detention Personnel (Abuse/Neglect)	4 sessions from March 2014 to March 2015	87 participants (DJO personnel)	OSCA/MJJA sponsored training. OSCA training room
Courtroom Skills	9 sessions from March 2014 to March 2015	224 participants (CD and DJO personnel)	OSCA sponsored training. Multiple locations throughout the state
OSCA Regional Attorney Training	3 sessions from May 2014 to June 2014	145 participants (GALs, Parent Attorneys, DLS Attorneys, JO Attorneys)	OSCA sponsored training. 3 locations – Jefferson City, Blue Springs, St. Louis Abuse/Neglect overview
Juvenile Justice Overview/Abuse and Neglect Overview	45 sessions from March 2014 to March 2015	115 participants (law enforcement personnel)	MSHP, Mo Sheriff's Association, School Resource Officer Association
Termination of Parental Rights	1 session – Circuit specific training	15 participants (CD personnel, DLS Attorneys)	Scotland County

All training provided by the Legal Aspects Trainer.

The trainings are held in Agency training rooms, meeting rooms or contracted facilities, unless otherwise noted.

\*Allowable Title IV-E administrative function training activity addresses: concurrent planning, introduction to termination of parental rights, 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.

*Plan for improved federal reporting:*

The Employee Learning Center will be an integral part of tracking initial staff training in the classroom setting as well as for on the job training. Improved utilization and documentation in the Employee Learning Center, the Missouri Department of Social Services' internal training tracking center, will aid the Children's Division efforts in coordination of the regional professional development teams and tracking of employee training hours. In the restructure of professional development activities it has been necessary to establish more training activities as courses with individual classes created which can be tracked, automated and utilized in multiple regions.

Another mechanism for tracking and reporting the quantity and quality of staff training will be through quarterly report submissions completed by each regional professional development team and sent to the statewide coordinator. The regional quarterly report will be used to collect training statistics, quantitative and qualitative data, for the statewide coordinator to submit a cumulative annual federal report. The regional quarterly report will also be used by regional training manager to monitor and evaluate training goals and progress towards those goals, through required reporting documentation of training evaluations and feedback from training participants.