

Missouri Children's Division Training Plan 2025-2029

Starting in FY24, the Children's Division incorporated a new training curriculum for Child Welfare Practice Training (CWPT). The vision for training is to get away from lecture and offer a facilitated model of training that is activity heavy. All training is focused on outcomes with action and behaviors. These outcomes then help focus the development of the curriculum. Follow up is scheduled after classes with the two evaluators to ensure that learning transfers to the field.

In addition to Children's Division directly providing training, there are other partners the Children's Division continues to engage with. These partners include, but are not limited to, Missouri Office of Prosecution Services, Missouri Coalition Against Domestic and Sexual Violence, Missouri KidsFirst, and Division of Youth Services. These collaborative trainings illustrate partnerships between agencies.

For trainings where Title IV-E dollars are used, the attached training matrix has elements for each descriptor 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 Children's Division staff or provide the Children's Division curriculum themselves. Since 2020, it has been a requirement that the FCCM partners utilize the Children's Division curriculum for CWPT. Several FCCM partners were trained in the curriculum designed by the Children's Division. The training is the same training that all Children's Division staff receive at onboarding, except for the Child Abuse and Neglect (Intake) portion since they do not work these types of cases. In addition, provisions in the contract allow FCCM staff to attend other training that Children's Division 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.

As of April, 2021 all FCCM staff members have access to the Department of Social Services Employee Learning Center (ELC). The FCCM staff are able to complete required eLearning in the ELC. This allows Children's Division to keep track of completions. The Learning management System (LMS) allows these staff members to access training in the ELC and additionally sign up for any instructor led trainings on their own without additional help by the Children's Division. In July 2024, the state will implement a new LMS for Children's Division. At this time, the FCCM staff will not be allowed to enter the new system initially while it is being set up. The current ELC will continue to be accessed through the old system.

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 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. Training is provided in a variety of modalities including eLearning, virtual, and in-person as well as professional development plans between staff and frontline supervisors. The professional development of staff is the cornerstone of continued growth with staff and is focused on during staff meetings with their supervisors (ENGAGE 2.0). 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 have been 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 is responsible meeting the on-going and ever-changing 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 to ensure the Children's Division remains responsive to the immediate needs of a region or circuit and to 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
- Recommendations from quality assurance team
- Yearly training needs survey

All the above are considered when developing new training or enhancing existing curriculum. Individual needs are identified using various methods such as the ENGAGE 2.0, 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.

As training is being developed, subject matter experts (SMEs) are brought in to help guide the developers on the curriculum. SMEs are a mixture of policy experts and target audience members. Outcomes are developed first with the SMEs. These outcomes are behavior based looking at what will the target audience do when they leave the training. A storyboard is put together outlining the training. This is approved by the SMEs and upper management leading to the final development of the training.

Currently the Professional Development unit is working on expanding an evaluation system of training that will focus on outcomes and evidence of application in the field. This evaluation system is based on Kirkpatrick's Four Levels of Evaluation. This evaluation system will also allow the unit to identify training needs in order to develop new training along with a yearly staff survey so they can self-assess their training 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. Program staff who provide Prevention, 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 Leadership Development Rule, all frontline supervisors and managers are required to complete 40 hours of management training each year. Missouri provides additional opportunities for supervisors and managers to gain hours of leadership training through LinkedIn Learning. All LinkedIn Learning is considered leadership training.

All of the above on-going training is tracked through the agency Employee Learning Center (ELC). A Team Member Training Portal was developed to incorporate the outside and LinkedIn 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. 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 Training (OJT) — On-the-job training activities are part of the transfer of learning process and new workers are 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 ensure that new workers have an opportunity to shadow mentors before CWPT. OJT was changed to mainly focus on

shadowing. A new group has formed in order to make these activities more formalized as a part of the onboarding process.

ENGAGE 2.0—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' every day 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. 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. Professional Development plans are created with the individuals in order to meet development goals.

Performance Development Leadership Awards (PLDA)-Twice a year during the ENGAGE 2.0 process, the supervisor is able to evaluate the workers success in their position. Yearly the top 10% rated employees are given \$1500 to spend on their own professional development. Employees can choose to use the money to get books, training or go to conferences with the money.

Classroom evaluations—Staff 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.

Focus Groups—Staff and their supervisors are invited to participate in separate focus groups after completing CWPT. They are asked questions about how prepared they are to take cases and what could make that process better. This allows for staff to freely talk about challenges they faced during their pre-service time and talk about areas that they feel are strengths. This information is used to guide curriculum development and structure for On-the-Job training.

One on Ones- During CWPT, workers are recorded during one on ones while interacting with the trainer in a scenario. The trainer plays the part of a parent and the workers have specific objectives to meet during the one on one. The workers must pass 5 out of 7 objectives in order to pass the one on one. If a worker does not pass, another time is scheduled to redo the scenario. If the worker does not pass the second time, they are rescheduled to repeat the first three weeks of CWPT. This allows the trainers to see if the employee has gained the knowledge trained in the class during the week.

Follow ups- The Professional Development Unit has incorporated Kirkpatrick's Four Levels of Training Evaluation into the CWPT rewrite. Two trainers in the Professional Development area have been bronze certified in Kirkpatrick. This model assesses how employees are applying knowledge learned in classes. The model utilizes surveys, testing for knowledge, evidence of

application in the field, and outcome measures. The training team has been able to evaluate the effectiveness of the classes, if there are changes that will need to be made to classes, and if additional classes need to be designed. The follow up after classes include focus groups with new employees and supervisors. The evaluators also spend time observing staff in ride alongs to evaluate the use of skills learned in the classroom. If a staff person has difficulty in the field, the evaluators coach the worker and discuss the situation with the supervisor.

Simulations- A contract with University of Missouri St Louis has been put in place to train, develop, and implement FORECAST simulations. Simulations have been incorporated since June 2023. The simulation can be used in person or virtually and will aid in the assessment of the worker's ability to demonstrate critical thinking and communication skills. The newest simulation that was written for case management will be starting in the spring of 2024.

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:

MoCares – MoCares is a new curriculum that is based off of the NTDC curriculum that was piloted in the state for the last 3 years. This curriculum rolled out in November 2023 and will completely be taught across the state in summer 2024.

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 – The state recently started a pilot program with the Quality Improvement Center on Engaging Youth to provide training on how to engage youth. This is in specific regions and will be expanded over time.

Professional Development meets monthly with the FCCM's and gets feedback on the training provided to the contractors. The FCCM's have been involved in the recent train the trainers for

the new CWPT and FCCM's were included in the training for the FORECAST simulations that will be used during the new CWPT. Statistics for CWPT is shared and reviewed. This has allowed for there to be sharing of information and problem solving.

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 centralized staff trainers and the on-the-job coaching is provided by local supervisors and OJT designees in the employee's own area. The local circuits have the ability to add regionalized training to the OJT. The classroom is focused on a facilitated format with skill building.

How the initial/pre-service regional training curriculum addresses issues of safety, permanency, and wellbeing.

In July 2023, new frontline workers were enrolled in a nine-month training path. Workers take program specific classes based on their position title. The following is an outline of the current training path.

Investigation Schedule for CWPT:

Month One- CWPT starts with an initial three-week class. The first week covers general topics through eLearning and short activities. The first day includes a short simulation which introduces workers to problem based learning. Day two is a day of eLearning which cover bias, communication, the life of a can report, and other reports. Day three includes eLearning on interviewing skills, contact requirements, and how to involve families. There is a discussion on a handwashing activity which focuses on how change is hard but maintaining change is even harder and thinking about how to encourage families to make changes. Day four includes eLearning on Multi-Disciplinary Teams and how to collect evidence. There is a discussion on genograms and their use to find information about absent parents, placement options, and supports. Friday is free.

Week two starts with a three day in-person class. The first day is an overview of an investigation from start to the point of conclusion. Day two is a half day class on abuse and a half day class on neglect. Day three is a full day of interviewing. The fourth day of the week includes a one on one where the participant is recorded in a scenario in which they need to get into the door and let the parent know their rights. The recording is sent to the employee to watch and complete a self-evaluation. The experience is discussed in the afternoon. There are several eLearning courses that are completed including Structured Decision Making (SDM) safety assessment,

when and why court is involved, and navigating Temporary Alternative Placement Agreements (TAPAs).

Week Three starts with a two day virtual class. The first day is a class on using the SDM safety assessment. Day two is a half day on court and Juvenile Office referrals. The second half of the day is on what to think about and do when children are removed from the home. Day three is an investigation simulation. Day four includes a recorded scenario where they practice interviewing the perpetrator and assessing safety. The last eLearning is on conclusions.

Month Two- Workers complete eLearning on how to organize their work, what it looks like to use the Central Consult Unit (CCU), how to case consult with their supervisor, and assessing risk.

Month Three- Workers attend a two day in-person class on further interviewing and how to write a conclusion. They also attend a 2 hour virtual learning circle on organization.

Month Four- Workers complete an eLearning about Newborn Crisis Assessments (NCAs). Then they will attend a one day virtual class on NCA's.

Month Five- Workers attend a one day virtual class on Juvenile assessments.

Month Six- Workers attend a half day class on Legal Aspects (LA) Foundations. Then they take a one day virtual class on LA Investigations.

Month Seven through Nine- Learning circles occur every two weeks on a variety of topics such as risk vs. safety, court, CCU, and timelines.

Month Nine- Workers will present a capstone project on one of their cases showing how the decisions were made on the case.

Case Management Schedule for CWPT:

Month One- CWPT starts with a three week class. The first week covers general topics through eLearning and short activities. The first day includes a short simulation which introduces them to problem based learning. Day two is a day of eLearning which covers bias, communication, trauma, Alternative Care (AC) overview, and Family Centered Services (FCS) overview. Day three includes eLearning on permanency and court involvement. There is a discussion on a handwashing activity which focuses how change is hard but maintaining change is even harder and how to encourage families to make changes. Day four includes a discussion on genograms and how to use them to find information about absent parents, placement options, and supports. Friday is free.

Week two starts with a three half day virtual class. This class focuses on the FCS process and use of TAPAs. There is also a discussion on time management on day three. The fourth day of the week includes a one on one where the participant is recorded in a scenario in which they need to talk to the parent about a TAPA and how they can work together to get the child home. The recording is sent to the employee to watch and complete a self-evaluation. They debrief the experience in the afternoon. There are several eLearnings that also need completing including SDM safety assessment, Family Support Team meetings, permanency planning, worker visits, and navigating TAPAs.

Week Three starts with a two day in-person class. The class focuses on the first 72 hours of an alternative care case. Day three is a court activity and discussion. There are eLearnings on preparing for court, parent child visits, and sibling visits. Day four includes a recorded scenario where they practice meeting with a parent 24 hours after the children have been removed.

Month Two- Workers complete eLearning on permanency and child development. The workers attend a two day in-person class on assessment and planning which includes the Social Service Plan.

Month Three- Workers attend a learning circle about the expectations of having a case, a learning circle about conflict management, and a one on one with the trainer about transfer cases.

Month Four- Workers attend a two day virtual simulation on assessing a parent's progress and deciding whether to modify the safety plan. The second day, workers learn about reunifying children with their parent.

Month Five- Workers attend a one-day virtual class on Long Term Safety Plans.

Month Six- Workers attend a half day class on Legal Aspects Foundations. Then they take a one-day virtual class on either LA FCS or LA FCAD (AC).

Month Seven through Nine- Optional learning circles will be available.

Month Nine- Workers will present a capstone project on either a FCS or an AC scenario case.

The last few months are in the finalization of development. Staff will have one year from hire date to complete these training paths.

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. The employees also need to have manager approval for a determined amount of time between trainers and supervisors before their training is considered complete. 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

Currently, Children's Division is evaluating the current practice model. With the prevention plan coming in there is thought that pieces of evidence based practice should be added to the training. During 2024, Team Decision Making training is being brought back as well as investigating how to incorporate motivational interviewing into the training. Five domains of wellbeing and trauma focused practice continue to be weaved into all training that is developed.

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. An updated version of this training was found on the website of NCTSN in the fall of 2023. This training is being facilitated and will be available after the first of the year.

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

Facilitator Skills – This training is provided for resource workers to help them facilitate the new MoCares training in order to license foster and relative homes. Trainees are taught how to facilitate a class with a variety of methods in order to involve the learners rather than lecture. The first two-day class teaches the skills for training and the next two-day class offers the participants opportunities to practice skills learned the first class.

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. This training will be phased out in Summer 2024 with the new MoCares class taking its place.

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 environmental awareness. 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. Working with the Department of Social Services Human Resources, a revised worker safety curriculum was implemented. Staff are required to take this class every three years. Non-violent crisis prevention classes are currently being investigated by the Department of Social Services.

SDM Safety Assessment Training – CD worked with Evident Change to develop a new safety assessment. Trainers were trained by Evident Change on the safety assessment and started training staff on how to use the assessment. This training focuses on safety threats, parental capacities, and child vulnerabilities. It also defines a household. Recently the original lecture based training was made into an eLearning and a new class was developed to allow staff practice on filling out the form. The class incorporates 8 scenarios that focus on areas that were found to be difficult for staff to complete.

Advanced Human Trafficking- This is an intensive two-day workshop for all frontline and supervisory staff on the important topic of human trafficking in the United States. Participants

are led in discussions regarding the impact and implications of this growing problem to the field of child welfare. The content of this class has two pre-requisite classes. One pre-requisite is Intro to Human Trafficking and the other is Assessing Human Trafficking which outlines the assessment form staff use to evaluate the presence of human trafficking.

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:

Within 2 months of hire/promotion into a supervisory/managerial position after July 1, 2020, the following courses should be completed:

Course	Delivery Method
New Manager Foundations (LI000001) 1 HR	MO Learning
Ken Blanchard on Servant Leadership (LI000002) 27 MIN	MO Learning
Hiring, Managing, and Separating from Employees (LI000003) 1HR 40M	MO Learning
Managing a Diverse Team (LI000004) 1HR 20M	MO Learning
Cybersecurity Updates	Monthly on-line courses
ENGAGE 2.0 Overview (HR000362) 2HR	Virtual Classroom

Within 6 months of hire/promotion, the following courses should be completed.

Course	Delivery Method
The Heart Of Coaching – Leader workshop (HR000330) 14 HR	Virtual Classroom
Managing ADA (HR000146) 3 HR	Virtual Classroom
Managing FMLA (HR000138) 3 HR	Virtual Classroom
Effective Discipline (HR000034) 6 HR	Virtual Classroom
Civil Rights & Diversity – Supervisors (HR000070) 6 HR	Virtual Classroom
MO Careers Overview and Hiring (HR000367) 2 HR	Virtual Classroom
Leading Productive Meetings (LI000005) 1HR 4M	MO Learning
Succeeding in a New Role by Managing Up (LI000006) 20M	MO Learning
Building Trust (LI000007) 58M	MO Learning
Project Management Simplified (LI000008) 1 HR 19M	MO Learning

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. A new curriculum for supervisors was outlined with management help. Subject areas include onboarding, data use, quality work, consultations, and coaching. At the end of 2023, the onboarding class was completed and a pilot trial of the class was scheduled for February 2024. The data class was started in January 2024 and will be completed later in the spring. Currently, the goal is to complete all five classes by the end of the year. The plan is to offer the classes twice yearly to new supervisors.

Ongoing In-Service Training

In addition to the initial training provided to supervisors, the Children's Division and the 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, and Effective Discipline.

Professional Development has started to work on providing preview classes to supervisors so that they can understand what their staff will learn in training sessions. There have been preview classes offered and it has been optional for supervisors to attend. The previews have not always been well attended and there continues to be questions about content. Professional Development is evaluating making these classes mandatory.

Learning Circles for Supervisors - Learning Circles for Supervisors provides ongoing professional development, offers frontline supervisors an opportunity to have reinforcement activities and conversations on specific supervision topics, and provides 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.