

MNCWTA Training Report

July 2026

Minnesota Child Welfare Training Academy



Prepared by the Evaluation and Certification Team

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Instructor-Led Training Overview - July 2026

This section provides a high-level snapshot of instructor-led training activity delivered during **July 2026**. It provides an overview of training volume and learner participation before the program-specific sections that follow. The summary metrics below capture **what was delivered, how often training occurred, and how many learners were reached** during the reporting period.

- **Number of Instructor-Led Trainings:** Total count of distinct instructor-led training events delivered during the reporting period. For multi-session offerings (such as NWF Cohorts or Coaching Circles), each session (for NWF) or meeting (for Coaching Circles) is counted as a separate training if it included instructor-led contact hours.
- **Total Number of Completions:** Sum of learner completions across all instructor-led trainings. Because learners may complete multiple trainings or sessions in the same reporting period, individual learners may be counted more than once in this total.
- **Unique Number of Learners:** Unduplicated count of individuals who completed at least one instructor-led training during the reporting period. Each learner is counted only once, regardless of how many trainings or sessions they completed.
- **Total Contact Hours:** Total instructor-led contact hours delivered across all included trainings. This reflects instructional time provided, not learner-hours, and therefore does not multiply hours by the number of learners in attendance.
- **Exceptions for short multi-session offerings:** A small number of trainings follow a different completion structure. Foster Parent Training and Motivational Interviewing Instructor-Led Workshops consist of four required meetings before a training is considered complete. These meetings typically occur within a short timeframe (approximately one to one and a half months). For these offerings, trainings and completions are counted **only after all required sessions are completed**.
- **Exceptions for ICWA/MIFPA training:** Although ICWA/MIFPA courses are instructor-led, they are excluded from this summary because they include both Academy-enrolled learners and external participants. To ensure the values reported reflect a clearly defined and comparable learner population, these courses are not included in the counts presented here.

Together, these metrics distinguish between *training activity volume* (number of instructor-led trainings and total contact hours), *participation volume* (total number of completions), and *reach* (unique number of learners).

Table 1: Training Summary: Monthly Overview

Number of Instructor-Led Trainings	Total Number of Completions	Unique Number of Learners	Total Contact Hours
14	175	92	135.75



How to Read the Rest of the Report

After July 2026 Instructor-Led Training Summary, the remainder of this report presents training-level detail on both instructor-led and self-paced child welfare trainings delivered through or at the Minnesota Child Welfare Training Academy (MNCWTA).

Results are organized by training category (e.g., New Worker Training, Advanced Practice Training, Motivational Interviewing) and are written to be accessible for readers who may not be familiar with MNCWTA's course structures or reporting conventions.

The definitions below explain how key fields and counts are used consistently throughout the report.

- **Training**

A *training* refers to a distinct instructional offering listed in the report tables.

- For instructor-led courses, this typically represents a scheduled training event or session.
- For multi-session sequences (e.g., New Worker Foundations [NWF], Coaching Circles), each session is reported separately unless otherwise noted.

- **Date(s)**

Date(s) indicate when instructional activity occurred during the reporting period.

- For instructor-led trainings, this reflects the range of meeting dates for that training or session. An instructor-led course is included in a reporting month if it **ended during that month**, even if the course started in a previous month.
- For self-paced trainings, dates are listed as n/a because completions may occur at any time within the reporting window.

- **Location**

Location reflects where the training was delivered.

- This may be a regional Learning Center (e.g., Twin Cities Metro [MNCWTA], Northwest [NWRTC], Northeast [NERTC], Southwest [SWRTC], Southeast [SERTC]); an external site (that is not one of the Learning Centers); or *Virtual* for online instructor-led sessions.
- Learners may attend trainings at any location regardless of their employing county or organization.
- Self-paced trainings list location as n/a due to their fully asynchronous format.

- **Scheduled Location**

Scheduled Location reflects the planned cohort-level location for multi-cohort trainings.

- This single value is assigned at the cohort level in advance of enrollment and applies across the full sequence of sessions.
- Scheduled Location may differ from actual session location if changes occur (e.g., last-minute adjustments or logistical updates during delivery).



- **Contact Hours**

Contact hours represent the **total instructional time delivered** for a training.

- This includes instructor-led teaching time such as lectures, facilitated activities, simulations, and practice sessions.
- Contact hours are **not multiplied by the number of learners** and do not include self-paced modules (which are listed as n/a).

- **Number Completed**

The number completed reflects how many learners **successfully met all required components** of a training during the reporting period.

- Requirements may include attending all sessions, completing required modules, or finishing skill demonstrations.
- Learners who began but did not complete a training within the reporting period are not counted.

- **Number of Learners**

When reported, learner counts reflect the number of learners associated with a specific training or session.

- This measure is used when a training consists of multiple sessions (e.g., NWF).
- This includes learners that may have completed individual sessions or components without completing the full training sequence.
- As a result, the same learner may appear multiple times across related sessions, and counts are **not unduplicated across trainings** unless explicitly stated.

- **Trainers**

Trainers listed are the instructors or facilitators associated with the training or session during the reporting period.

- For multi-session offerings, trainer listings reflect those who led instruction during the reported sessions.
- For trainings delivered through the [Tribal Training and Certification Partnership \(TTCP\)](#), the trainer is shown as “**TTCP**”.
- For self-paced trainings, trainers are listed as n/a.

- **Location or Type of Organization Represented**

This field summarizes the organizational representation of learners who participated in the training.

- Representation includes Minnesota counties, Tribal Nations, nonprofits, state agencies, and university partners.
- For organizations serving multiple counties, all associated counties are included, which may result in multiple counties being represented by a single organization or learner. This measure is reported as n/a when organizational affiliation data for learners are missing or unavailable.

Collectively, these measures describe the **reach, delivery, and participation patterns** of Minnesota’s statewide child welfare training system during the reporting period.



1 New Worker Training

[New Worker Training](#) provides essential introductory preparation for professionals entering Minnesota’s child welfare system. These offerings build foundational understanding of maltreatment response, safety and risk assessment, cultural practice, documentation, and statutory requirements.

1.1 New Worker Training – Pre-Foundations

New Worker Training – Pre-Foundations includes introductory and preparatory offerings such as New Worker Orientation (Self-Paced Modules and Instructor-Led Enhancement). It also includes ICWA/MIFPA Foundations which is trained by the TTCP. These courses provide essential grounding in Minnesota’s child welfare system, including foundational policy and practice concepts, historical and cultural context, and statutory requirements. These offerings support readiness for New Worker Foundations and other instructor-led trainings. Because some Pre-Foundations trainings are completed exclusively by Academy-enrolled New Workers while others are also accessed by child welfare professionals outside the Academy’s New Worker Training sequence, Pre-Foundations activity is presented in two tables to reflect differences in learner population.

1.1.1 Pre-Foundations – Orientation

These are the list of trainings completed exclusively by learners enrolled in the Academy’s New Worker Training sequence during the reporting period.

Table 2: New Worker: Pre-Foundations: Orientation Training Summary

Training	Date(s)	Location	Contact Hours	Number Completed	Trainers	Location or Type of Organization Represented
New Worker Orientation: Self-Paced Modules	n/a	n/a	n/a	11	n/a	Cass, Goodhue, Lower Sioux Indian Community, Nicollet, Ramsey, St. Louis, University



1.1.2 Pre-Foundations – ICWA/MIFPA

The following is the list of trainings that are designed to support readiness for New Worker Foundations; however, they are also accessed by individuals outside the Academy's New Worker Training sequence. Accordingly, this table may reflect participation from both pre-Foundations learners and other attendees that are not the Academy-enrolled learners.

Table 3: New Worker: Pre-Foundations: ICWA/MIFPA Training Summary

Training	Date(s)	Location	Contact Hours	Number Completed	Trainers	Location or Type of Organization Represented
ICWA/MIFPA Foundations (in Marshall)	07/09–10	SWRTC	12	17	TTCP	Kandiyohi, Lac qui Parle, Lower Sioux Indian Community, Meeker, Nicollet, Nonprofit
ICWA/MIFPA Foundations	07/16–17	MNCWTA	12	10	TTCP	Goodhue, Isanti, McLeod, Nicollet, Pine, St. Louis
ICWA/MIFPA Foundations (in Marshall)	07/23–24	SWRTC	12	16	TTCP	Lac qui Parle, Nicollet, Nonprofit

1.2 New Worker Foundations Trainings (Ongoing & Completed Sessions)

[New Worker Foundations](#) (NWF) is a multi-session, blended learning program that prepares new child welfare professionals for frontline practice. The program includes instructor-led sessions, self-paced preparation, and applied learning activities, including simulation-based practice and/or virtual reality. Content focuses on core competencies such as family engagement, safety and risk assessment, documentation, and culturally responsive practice. Each Cohort progresses through the sequence over several weeks, so the number of learners reflects session-level attendance within the Cohort.



Table 4: New Worker Foundations (NWF): Training Summary†

Training	Date(s)	Scheduled Location	Contact Hours	Number of Learners	Trainers
Cohort 232 – Session 9	07/15–16	Virtual	2	20	Lauren Rojas, Addie Trettel
Cohort 234 – Session 6	07/15–16	SERTC	12	13	Carrie Meiners, Sara Goodsell, Rebecca Church
Cohort 236 – Session 4	07/15	MNCWTA	6.5	8	Muriah Deuth, Isreal Willis
Cohort 232 – Session 10	07/21–22	Virtual	13	20	Nicole Davis, Addie Trettel
Cohort 234 – Session 8	07/28–30	SERTC	19.5	13	Carrie Meiners, Sara Goodsell, Carole Cole
Cohort 236 – Session 5	07/28–29	MNCWTA	11.25	8	Muriah Deuth, Nicole Freeman, Isreal Willis
Cohort 239 – Session 1	07/28–29	Virtual	10	19	Nicole Freeman, Addie Trettel, Richard Coleman

† The same Cohort members attend all NWF sessions, so counts represent participation per session rather than unduplicated learners.



2 Advanced Practice Training

[Advanced Practice Training](#) trainings provide specialized learning opportunities for child welfare professionals who have moved beyond the introductory phase of practice. These offerings focus on deepening applied knowledge and skills in areas such as documentation, cultural responsiveness, human trafficking and exploitation, ICWA and MIFPA practice, and other advanced child welfare topics identified as statewide priorities.

Table 5: Advanced Practice: Training Summary

Training	Date(s)	Location	Contact Hours	Number Completed	Trainers	Location or Type of Organization Represented
Human Trafficking and Sexually Exploited Youth: Basic Training for Child Welfare	07/07	Virtual	6	9	Tammi/Darlyne Stoos, Carly Hiti	Carlton, Carver, Crow Wing, Hubbard, Isanti, Lower Sioux Indian Community, Meeker, Nonprofit, Ramsey
Signs of Safety: 3-Month Review (Cohort 13)	07/07	Virtual	4	9	Carole Cole	Carver, Isanti, Le Sueur, Ramsey, Scott, Shakopee Mdewakanton Sioux Community, Washington

† There was an additional advanced practice course, Signs of Safety (Cohort 14) (07/01-02, Virtual, 12 contact hours) trained by Kate Fitterer, Carole Cole. However, there were no completions because this course requires a three-month follow-up before participants are counted as completed.



3 New Supervisor Training

New Supervisor Training is offered through the MNCWTA and is designed to support new child welfare supervisors in developing administrative, educational, and supportive supervision skills. The overall training program consists of two courses – Orientation to New Supervisor Training (X300) and New Supervisor Training (X310). The Orientation to New Supervisor Training course consists of self-paced modules that learners complete virtually. The New Supervisor Training course is a cohort-based, multi-session program that includes a mixture of self-paced and instructor-led training.

Starting in February 2026, the New Supervisor Training Program is being offered—but not required—to all child protection supervisors in the state of Minnesota. Participation is required for child protection supervisors in their first year on the job. The second cohort of New Supervisor Training will start in September 2026.

Table 6: Orientation to New Supervisor Training: Training Summary

Training	Number Completed	Location or Type of Organization Represented
Orientation to New Supervisor Training	2	Grant, Ramsey



4 Supervisor Coaching

Supervisor Coaching is a five-session coaching curriculum designed to strengthen coaching skills among child welfare supervisors. The curriculum emphasizes coaching as a core supervisory practice and supports the development of skills related to staff growth, performance feedback, and reflective supervision. The courses are delivered virtually and are intended for both experienced supervisors and new supervisors who have completed New Supervisor Training.

Note: There were no completed Supervisor Coaching trainings in July 2026.

† Supervisor Coaching courses are typically completed by the same learners. As a result, the attendance table above represents training-level participation by a specific course, not unduplicated individuals.



5 Motivational Interviewing Training

Motivational Interviewing (MI) Training (MI) builds skills in person-centered communication, engagement, and supporting behavior change. The Academy offers several MI learning formats, including instructor-led workshops for foundational skills, Coaching Circles for applied practice, and a self-paced introductory module. After these trainings, learners complete the Academy's Skills Demonstration to demonstrate competency and meet statewide certification requirements.

Learners may pursue MI certification through one of two pathways, depending on their training history and agency needs:

- Pathway 1 is the full Academy-led training sequence. Learners complete the self-paced module, instructor-led workshops, and four Coaching Circles before participating in a final Skills Demonstration. This pathway is designed for individuals who are new to MI or who want structured, comprehensive training through MNCWTA.
- Pathway 2 is designed for learners who have already completed MI training with a Motivational Interviewing Network of Trainers (MINT) trainer or MNCWTA-approved trainer. Learners submit documentation of their previous training and complete either the Academy's Skills Demonstration or the Lyssn Proficiency option to demonstrate competency.

The tables below summarize MI training activity (Table 7) and certification completions (Table 8) for this reporting period.

Table 7: Motivational Interviewing: Pathway 1 Training Summary†

Training	Date(s)	Location	Contact Hours	Number Completed	Trainers	Location or Type of Organization Represented
Instructor-Led	07/09–30	Virtual	14	11	Ashlee Vaughan	Isanti, Nonprofit, St. Louis, Washington, Winona
Motivational Interviewing (MI): Pathway 1 Coaching Circles 4	07/02	Virtual	1.5	2	Ashlee Vaughan	Scott, Stearns
Self-Paced	n/a	n/a	n/a	9	n/a	Carlton, Chippewa, Douglas, Meeker, Other, Scott, St. Louis, Washington

† Coaching cohorts, instructor-led workshops, and self-paced modules are typically completed by the same learners across multiple sessions. As a result, the attendance table above represents training-level participation, not unduplicated individuals.



Across both pathways, successful completion of Motivational Interviewing Certification requirements includes completing the necessary prerequisites (e.g., self-paced module, instructor-led workshops, and Coaching Circles for Pathway 1) or submitting required training documentation as well as demonstrating MI skills through either a Skills Demonstration or Lyssn Proficiency assessment for Pathway 2. Learners who successfully complete the assessment are recorded under the **Motivational Interviewing Certification: Completions table** (Table 8).

Table 8: Motivational Interviewing Certification: Completions in July 2026

Training	Learners	Location or Type of Organization Represented
Pathway 1 – Skills Demonstration	5	Le Sueur, Nonprofit, St. Louis, Winona
Pathway 2 – Training Documentation	3	Kanabec, St. Louis



6 Stand-Alone Self-Paced Trainings

Self-paced trainings provide flexible access to core introductory content and specialized knowledge areas. These offerings are designed to support high-volume completion across counties, Tribal Nations, nonprofits, and other partners. Number completed represents the total number of individuals who completed a specific self-paced training during the reporting period.

6.1 Minnesota Assessment of Parenting for Children and Youth (MAPCY)

MAPCY is a 2-hour self-paced course for staff who complete, enter, or approve the Minnesota Assessment of Parenting for Children and Youth. The module provides a foundational overview of the Minnesota Assessment of Parenting for Children and Youth (MAPCY) tool, emphasizes accurate and timely assessment, and strengthens skills in partnering with families and documenting needs to support permanency.

Table 9: Minnesota Assessment of Parenting for Child and Youth: Summary

Training	Number Completed	Location or Type of Organization Represented
Minnesota Assessment of Parenting for Child and Youth (MAPCY)	8	Cass, Crow Wing, Dodge, Goodhue, Grant, Isanti, Meeker, Nonprofit, Steele, Waseca

6.2 Mandated Reporter Training (MRT)

6.2.1 Mandated Reporter Training (General)

Mandated Reporter - General is a self-paced online module that introduces the legal responsibilities of reporting suspected child maltreatment in Minnesota. The training covers how to recognize potential signs of abuse or neglect, when a report is required, and how to make a report. Number completed includes all individuals who finished the self-paced Mandated Reporter training during the reporting period, including (1) county and Tribal staff who completed it as part of their New Worker Training requirements and (2) members of the general public who accessed the course through the public link outside of the Academy’s training programs.



Table 10: Mandated Reporter: Training Summary

Training	Number Completed
Mandated Reporter – General	1669

6.3 Social Services Information System (SSIS)

SSIS Essentials is a self-paced virtual introduction to the Social Services Information System (SSIS) used across Minnesota’s child welfare agencies. The training includes six modules that build foundational skills in SSIS navigation, documentation, case management functions, and workflow.

Note: There were no completed SSIS sessions in July 2026.

7 Additional Trainings

7.1 Foster Parent Training

Foster Parent Training is delivered as a multi-meeting cohort that supports foster, kinship, and adoptive caregivers in building the skills required for licensure and ongoing caregiving. Because each cohort progresses through four required meetings, the number completed reflects attendance across the sequence rather than unique individuals.

Some meetings for a given cohort may occur in earlier months, but completions are only recorded once all required meetings have been finished. As a result, number completed will only appear in the month when the cohort’s last meeting is completed, even if earlier sessions took place prior to the reporting period.

This course did not have any completed cohort or active meetings in July 2026.



7.2 Qualified Individual Training (QI)

QI equips practitioners to perform Family First Prevention Services Act (FFPSA)-required independent assessments for children considered for Qualified Residential Treatment Program (QRTP) placement. The two-day training emphasizes partnering with families and administering the Minnesota Comprehensive Assessment Tool for Needs and Strengths (MN CANS) tool.

Note: There were no completed QI training sessions in July 2026.



Acronyms

FFPSA Family First Prevention Services Act

MAPCY Minnesota Assessment of Parenting for Children and Youth

MINT Motivational Interviewing Network of Trainers

MN CANS Minnesota Comprehensive Assessment Tool for Needs and Strengths

MNCWTA Minnesota Child Welfare Training Academy

MRT Mandated Reporter Training

MRT-Youth Mandated Reporter Training for Youth Programs

NERTC Northeast Region Training Center

NWRTC Northwest Region Training Center

QI Qualified Individual Training

QRTP Qualified Residential Treatment Program

SERTC Southeast Region Training Center

SSIS Social Services Information System

SWRTC Southwest Region Training Center

TTCP Tribal Training and Certification Partnership

Glossary

- Advanced Practice Training** Specialized trainings for experienced child welfare professionals focused on applied knowledge and skills
- Coaching Circles** Small-group practice sessions applying Motivational Interviewing skills
- Cohort** Group of learners progressing through a multi-session training sequence
- Contact Hours** Total instructional time delivered during instructor-led training or simulation
- Foster Parent College – Blended Pre-Service Training** Cohort-based preparation for foster, kinship, and adoptive caregivers
- ICWA/MIFPA Foundations** Instructor-led training trained by Tribal Training and Certification Partnership, covering the Indian Child Welfare Act and Minnesota Indian Family Preservation Act
- Location or Type of Organization Represented** Indicates the counties, Tribal Nations, nonprofits, or agencies represented in training participation
- Lyssn Proficiency** Automated assessment option used to evaluate Motivational Interviewing skill competency for Pathway 2
- Motivational Interviewing (MI) Training** Training on person-centered communication and behavior change techniques
- New Worker Foundations (NWF)** Multi-session, blended learning program preparing new workers for frontline child welfare practice
- New Worker Orientation** An introductory training for new workers offered in two distinct classes: a self-paced orientation and an instructor-led enhancement
- New Worker Training** A required series of trainings designed to prepare new child protection workers in Minnesota for practice, including orientation, foundational coursework, and comprehensive Foundations training that must be completed within the first 6 months of employment
- New Worker Training – Pre-Foundations** The initial set of required preparatory trainings completed prior to New Worker Foundations, including New Worker Orientation (self-paced modules and instructor-led enhancement) and ICWA/MIFPA Foundations
- Number Completed** Number of learners who finished all required components of a training during the reporting period
- Qualified Individual (QI) Training** Training that equips practitioners to perform independent assessments required for Qualified Residential Treatment Program placement

Skills Demonstration Assessment component used to evaluate Motivational Interviewing skill competency across three pathways

SSIS Essentials Introduction to the Social Services Information System used by Minnesota child welfare agencies