



DEPARTMENT OF
**PUBLIC HEALTH &
HUMAN SERVICES**

Child and Family Services Division
Training Plan
CFSP 2025-2029: Updated June 2024



GENERAL INFORMATION

Montana’s contact for the 2025 – 2029 Child and Family Services Report (CFSP) and subsequent Annual Progress and Service Report (APSR) is:

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The final document is formatted so it is accessible to individuals with visual impairments per Americans with Disabilities Act requirements.

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TRAINING PLAN

The following narrative and tables provide an update of the 2025-2029 Training Plan. However, it should be noted that the updated narrative or tables may not contain all training provided in the upcoming years. Additional training may need to be provided, as Child and Family Services Division (CFSD) conducts ongoing analysis of CFSDs training needs of internal staff and external stakeholders and as changes occur at the state or federal level. Federal funds may be leveraged, as available and appropriate, to provide any needed training identified in the upcoming year.

Whenever possible, the state will leverage Title IV-E funds for allowable training at the enhanced Federal financial participation rate under section 474 (a)(3)(A) and (B) of the Social Security Act, 45 CFR 1356.60(c)(1) and (2). A description of the training activities allowable for enhanced federal financial participation can be found in the Child Welfare Policy Manual Section 8.1h.

An example of an area that will require training, but the exact nature of the training is unknown at this time, is full implementation of the provisions of the Family First Prevention Services Act (FFPSA). As CFSD continues implementation of the Title IV-E Prevention Plan and instituting Qualified Residential Treatment Program (QRTP) requirements, additional training needs for both DPHHS staff and non-agency partners, including Tribes, will be identified. Training, identified in other sections of the CFSP, that is likely to require the use of federal funds in order to facilitate and receive assistance from Administration for Children and Families Children Bureau (ACF-CB), will focus on service providers engaging youth to increase participation in the Chafee Transition Program and increase youth participation in the CFSD Youth Advisory Board (YAB).

As training needs are identified, CFSD will also identify partners to develop and potentially provide training to address the areas of need. CFSD may utilize a wide array of training partners, including in-house staff, other staff within Department of Public Health and Human Services (DPHHS), non-agency community partners, ACF-CB staff and contractors, individuals, or groups in the public or private sectors, and public institutions of higher education. The training may be developed for CFSD staff, Tribal Social Services staff, or other stakeholders, which includes but is not limited to, foster/kinship/adoptive/guardianship families, Court Appointed Special Advocate (CASA) volunteers, attorneys, judges, and other agencies providing services to IV-E children and families through programs such as Chafee, as well as others.

Future APSR will provide updates of training added throughout the year.

Recruitment

As reported in the APSR submitted and approved in June 2019 for the final year of the 2016-2019 CFSP, the University of Montana Center for Children, Families, and Workforce Development (UM-CCFWD) expanded the degree programs eligible to receive a Title IV-E stipend. This change added a total of seven-degree programs and expanded the program to students attending Montana State University (MSU) and MSU-Billings. The seven-degree programs added in 2019 were:

- UM - Missoula Psychology and Sociology
- MSU-Bozeman Human Development and Family Sciences, Psychology, and Sociology
- MSU-Billings Human Services, Psychology, and Sociology

This change was made to assist CFSD in recruiting skilled individuals to apply for vacant Child Protection Specialist (CPS) and Child Protection Specialist Supervisor (CPSS) positions, and other vacant positions within the division. As reported previously, CFSD's average length of employment of CPS and Centralized Intake Specialist (CIS) staff continues to be approximately two years and annual turnover rates for the Division is routinely in the mid-30% range. Recruitment and retention of staff continues to be a pressing issue facing CFSD. Increases in pay for CFSD staff occurring in FY22, FY23, did attribute to improved applicant pools and stabilization of the workforce, but the long-term effects of the most recent increase in pay may will not be measurable until more time has lapsed. Despite the increase in pay, CFSD continues to be challenged with the availability of housing and cost of living across many areas of western and northwestern Montana.

UM's ability to recruit students from these added programs continues to be slow in developing, but there have been students who have entered into agreements with UM for receipt of stipends for students seeking a degree from the added programs. Over the past several years, there has been a steady decline in the number of students participating in the UM Bachelor's in Social Work (BSW) and Master's in Social Work (MSW) programs, however the recent addition of online and accelerated MSW options has generated a resurgence in interest for the MSW program. The additional adjustment to the application requirements for students accepting the stipends allowing these students to apply for CFSD positions within geographic areas, in place of the statewide requirement, has also assisted in addressing some of the reluctance of prospective students in the recruitment process. The number of requested MSW stipends from interested student employees currently exceeds the number of available stipends offered through the IV-E contract. The UM has recently

initiated an advanced standing MSW program that may further increase the number of student employees amongst the CFSD workforce. Collaborative efforts between the UM and CFSD will continue with the intention of identifying more effective strategies in recruitment of BSW students with interest in CFSD practicum and/or employment. Of the BSW students interested in CFSD employment, those that have declined have done so due to an inability or unwillingness to relocate. UM and CFSD are considering adaptations or modifications to the IV-E stipend evaluation process to better understand the success and challenges of the program.

Retention

CFSD believes that decreasing turnover rates and increasing staff are critical to achieving improved safety, permanency, and well-being outcomes. The entirety of CFSD's last Performance Improvement Plan (PIP) Goal 1 focused on improving the depth and capacity of CPS workers, with provision of increased support and improved supervision.

As discussed in the SFY24 APSR, CFSD is embracing Safety Science. The data is still being evaluated but indications are that jurisdictions that have successfully integrated the Safety Science model into their practice have seen a reduction in staff turnover. To better support this integration, several training unit staff engaged in educational components of Safety Science to continually integrate Safety Science strategies and language into training curriculum and staff interactions at all levels.

This approach is applicable to virtually every aspect of child protection, not just as a response to critical incidents. The model's foundational practices are very aligned with Family Centered Practice, family engagement and Continuous Quality Improvement (CQI). Seeking to understand situations and viewing staff involved as keepers of vital information about events, as opposed to pointing fingers, being dismissive and laying blame, mirrors the way CFSD expects staff to work with families.

The CFSD Wellness Coordinator continues in the development of a comprehensive CFSD Employee Wellness Program and is integrating information and feedback received from multiple employee data sources to implement and evaluate programs available to CFSD staff, in continued efforts to enhance staff resilience and decrease turnover through CFSD supported retention efforts. As stated in the APSR, the Wellness Coordinator is working to identify effective ways to measure the impacts of the wellness program trainings and supports. Over the course of the next Federal Fiscal Year, the Wellness Coordinator will be considering strategies to collect and study the reasons why staff maintain their employment with the Department in addition to the reasons for exit. These additional data sources will be considered in maintenance and/or enhancement of supportive employee programming associated with recruitment, retention, and training.

As previously mentioned, the addition of a fully online MSW option through the UM School of Social Work has increased the opportunity for students to participate in the stipend program. It is unknown if or how this will impact retention efforts described in this Training Plan.

Any or all recruitment efforts discussed in this Training Plan and other efforts that may be identified in the upcoming year, may involve staff training and the use of federal funds to provide that training. Updates will be provided in future APSR.

Collaboration with Salish Kootenai College (SKC)

As reported in the 2020-20204 CFSP and previous CFSP, CFSD has an agreement with Salish Kootenai College (SKC) for the school's BSW program to provide Title IV-E stipends to students wishing to enter child welfare upon graduation. The agreement also allows SKC to select students to receive MSW stipends to attend Walla Walla College's (WWC) MSW program. SKC has added stipends to attend the UM MSW Program to their 2021-2022 school year contract budget. CFSD staff can access a Title IV-E stipend directly from UM, so they do access stipends from SKC. The state's Title IV-E penetration rate is used to determine the federal financial participation for any stipends SKC issues, to students attending the UM MSW program.

SKC provides all of the match for the federal funds accessed under the agreement. WWC is a private institution and cannot provide required match toward IV-E allowable training activities. SKC also provides the required match for any stipends issued to students in the UM MSW program. The agreement between SKC and CFSD has been in place for well over a decade and at the time it was entered, it was believed to be the first of its kind in the nation.

ACF-CB has precluded state staff from receiving either a BSW or MSW stipend under the agreement. The reasoning for this is the federal financial participation in this program is based on the Title IV-E penetration rate of the Confederated Salish and Kootenai Tribe's (CSKT) social services program. The CSKT penetration rate is considerably higher than the Title IV-E

penetration rate of the state and ACF-CB has determined it is an inappropriate use of federal funds for state staff to take advantage of training opportunities utilizing this Tribes' higher penetration rate.

Montana Child Abuse and Neglect (MCAN) Orientation Training

Historically, CFSD has adjusted the three-week in-person new worker orientation training, Montana Child Abuse and Neglect Orientation Training (MCAN), based on changes in administration, training staff, or unstructured feedback from the field. CFSD had engaged the UM's Center for Children, Families and Workforce to do a formal evaluation of MCAN to assist in informing any changes. Prior to SFY24, CFSD changed the first week of MCAN to be provided through a virtual platform to minimize staff time away from the workplace and their families. CFSD plans to continue with this structure, having the remaining weeks of MCAN be facilitated in person.

CPS staff complete required initial training virtually the week prior to MCAN, which includes Child and Youth Development, Non-Discrimination, Culture, Children and Adult Mental Health, Substance Use Disorders, Professional Skills, Understanding Poverty and Documentation as well as training through the onboarding manual regarding ICWA, Centralized Intake, Family-Centered Practice, Substitute Care, Legal Process, and Runaways and Sex Trafficking.

The most recent evaluation was received by CFSD in March 2023 and is continually being reviewed, regarding implementation strategies for adaption of training materials and experiences to better support CFSD staff in building and developing skills essential to supporting the children and families of Montana in the areas of safety, permanency, and well-being. Information provided in the most recent evaluation has indicated adaptations may be necessary to fully support CFSD staff through more practical training experiences with "hands on" training opportunities in place of a more traditional classroom setting experience. The 2023, evaluation also identified a need for more expansive training for the ongoing CPS staff, specifically, case management and permanency. CFSD training staff are continually collecting information from CPS, CPSS, and Management Team staff regarding training needs to address and develop training experiences for implementation in a coordinated effort to provide for the needs of CPS, CPSS, and other indicated staff types.

In response to formal and informal feedback and data identifying a need for increased training support specific to case management and permanency within case practice, the Training Bureau will be implementing a fourth week of MCAN in August of 2024, as part of the onboarding process for child-facing staff types. This expansion of MCAN will provide for a more thorough understanding of Family-Centered Practice and application of such principles within the case management role pursuant to development, monitoring, and implementation of child specific case planning. UM will be expanding the MCAN evaluation to encompass the additional curricula. Feedback from future evaluations will continue to inform enhancements to training environments, structure, modalities, and content.

CFSD has developed and implemented a condensed version of MCAN training for non-CPS staff. CPS staff are required to participate in the full four-week MCAN. This condensed MCAN is formally titled "CFSD Practice Model Training for Non-CPS Staff" and allows all staff types, working directly with children and families, to receive the same training information regarding the agency practice and safety models. This condensed MCAN also provides a more duty-specific training model for non-CPS staff. Utilizing two versions of MCAN provides an efficient protocol to provide continuity in agency-wide training on CFSD's terminology, field operations, and overarching safety and practice model applications.

In addition to the continued support for CFSD staff through these training opportunities, CFSD has also implemented Skills Enhancement Trainings (SET) as additional training opportunities targeted at CPS and other staff types in their first year of employment in areas identified as needing additional educational experiences for staff in their first year. The SETs are designed to provide additional training in the areas of mental health, substance use, working with childhood trauma, as well as family engagement and family-centered practice applications. The SETs are required for all field staff to complete within their first year of employment with CFSD.

In addition to the SETs, a group of topics have been created outlining training needs for staff beyond their first year of employment. These Advanced Practice Trainings (APT) include the topics associated with policy and procedure, case review data and its implementation in field work, engagement of absent parents, application and case work involving the Indian Child Welfare Act (ICWA), child development, supporting children in placements involving kinship care, conducting quality home visits, and time management. UM and CFSD are considering strategies to evaluate the effectiveness of training content for staff beyond their first year of employment to enhance ongoing learning opportunities and to positively promote the professional development for all CFSD staff.

Information on the Child Protective Service Workforce

All CFSD staff except administrative support and Fiscal Bureau staff are required to complete new worker in-service training as soon as possible. All CFSD Supervisors, CPS, Centralized Intake Specialists (CIS), Resource Family Specialists (RFS),

Social Service Technicians (SST) and other specified employees are required to engage in hands-on Child Adult Protective System (CAPS) and the Montana Family Safety Information System (MFSIS) training, provided by internal staff familiar with operating the systems, throughout their onboarding process. All field and Centralized Intake (CI) Supervisors will complete the onboarding Training Manual with all new CPS, CIS, SST and RFS staff. All CI, field, and program staff are required to participate in all policy trainings. All CPS are required to complete Forensic Interviewing Training within 18 months after being hired, unless a Regional Administrator excuses them from this training. All regional CPS, RFS and Supervisors are required to complete Keeping Children Safe (KCS) within 24 months after being hired. All CPS, RFS and Supervisors are required to complete annual blood-borne pathogen training. All new CFSD staff are required to complete HIPAA training within 30 days of being hired.

CFSD Policy Manual: Reference Information Background Checks for Employees of CFSD: CFSD Employee; Child Protective Services Background Check to include Out-Of- State Checks; Criminal Background Check (CBC); and a Driving Record Check (DMV).

A name-based records check using the Criminal Justice Information Network (CJIN) performed by the Montana Department of Justice or a companion agency in another state. CBC results are generally available within 24 hours. National background checks are conducted by the Federal Bureau of Investigations Results, which may take 10 to 14 business days for results to be returned. Fingerprint-based criminal records checks are completed on newly hired CPS and SST workers. Fingerprint-based checks are also utilized for newly hired CPSS who are hired from outside the agency.

Child Facing Employee Certification

All employees in child-facing employment positions, currently defined as CPS and CPSS, are required to meet specific certification requirements within their first year of employment and must meet ongoing requirements to maintain their certification in their second and subsequent years of employment. All employees in child-facing positions must receive trainings in ethics, government statutory and regulatory framework, the role of law enforcement in the child welfare system, crisis intervention techniques, childhood trauma research, family-centered practice, and the provisions of the ICWA. Following the initial certification process, which requires a score of eighty percent (80%) on exams related to the competencies required in the certification requirements, each staff member in a child-facing employment position must complete twenty (20) hours of ongoing annual training to maintain their certification as recorded, and tracked, by the Division. The ongoing training requirements include annual Ethics training, as well as updates of statutory and/or regulatory changes from the state, and/or federal, level which is completed through the Division's Policy Training. Applicable staff record their training hours in the "CFSD Employee Training Tracker" for maintenance by the Training Bureau.

Supervisory Training

All supervisory employees of the Division are required to complete multiple supervisory trainings including, but not limited to, the topics of personnel management and supervision framework, the Division's safety and practice models, and leadership in the child welfare system. Currently the Division hosts a minimum of two in-person supervisor meetings and four virtual supervisor meetings annually with an emphasis on meeting the ongoing needs of supervisory staff through the application of the topical areas. Each training period allows for adjustments to the training curricula to provide the most applicable information to supervisory staff within the Division to assist in satisfying the goal of continuous quality improvement in supervisory application within the Division. Supervisory staff also have access to monthly virtual trainings and on-demand learning topics presented by DPHHS Human Resources, specific to personnel management strategies such as goal setting, coaching and corrective action, Americans with Disabilities Act (ADA) accommodations and Family Medical Leave Act (FMLA).

Training Manual

The manual contains sections of CFSD policy and Montana statutes on child protective services issues that are read and reviewed with the staff member's direct supervisor and the Field Lead Training Specialist, dependent on staff type and role.

CPSS, RFSS, SST Supervisors, and CIS Supervisors receive an onboarding Training Manual. The manual outlines training expectations for the first six months of employment. New CPS and SST coordinate with their direct supervisor and their regional Field Lead Training Specialists (FLTS). RFS and CIS coordinate with their supervisors to complete the requirements timely. CPS and RFS are expected to have a working knowledge of the training materials through Phase 4, of their respective manual, prior to independently managing a caseload.

FLTS and Supervisors facilitate no less than two investigations prior to a CPS conducting their own, independent investigation. The manual walks a new worker through all the of areas they must learn to be able to do their job successfully. At the first possible opportunity, ideally after the new CPS has been in their respective role for at least thirty

days, new CPS are also required to complete MCAN training, as previously described. All new SST, RFS, and CIS are required to attend the agency's Practice Model Training for Non-CPS Staff within their first year of employment with the agency.

Policy Training

All CI, field, and program staff are required to participate in all Policy Training. CFSD will ensure staff is informed before new laws and policies become effective and to provide a refresher training on selected topics, such as the ICWA and Non-Discrimination training.

Required Policy Training is provided through collaborative efforts of multiple Bureaus within CFSD (Program, Licensing, Recruitment, Training and Retention, CQI), and various supervisor roles throughout CFSD, as applicable to support staff.

Resource Family Specialist (RFS) Training

RFS staff complete required initial training, which includes condensed MCAN, Child and Youth Development, Non-Discrimination, Culture, Children and Adult Mental Health, Substance Use Disorders, Professional Skills, Understanding Poverty and Documentation as well as training through the onboarding manual regarding ICWA, Centralized Intake, Family-Centered Practice, Substitute Care, Legal Process, and Runaways and Sex Trafficking.

Upon first being hired, RFS staff are required to participate in KCS and Creating a Lifelong Family (CLF) training prior to being a presenter of the trainings. CLF is the required training for adoptive families. RFS staff also complete the KCS Core required training for resource families, which includes Grief/Loss, Adverse Childhood Experiences (ACEs), Child Development, Positive Discipline, ICWA/Cultural competency and Reasonable and Prudent Parenting.

RFS staff continue to be required to complete Structured Analysis Family Evaluation (SAFE) training through the Consortium for Children at first hire and refresher training biannually.

Forensic Interview Training

Basic and Advanced Forensic Interview Training is provided in collaboration with the Department of Justice (DOJ) and CFSD. The presenters are national speakers based in San Diego. Both agencies share training opportunities with child protection staff and law enforcement officers. The collaborative training occurs at least three times each year.

Ethics Training

Each calendar year, CFSD staff are required to attend training on Ethics in Child Welfare, as provided through the collaboration with the UMCCFWD. The training consists of discussion and scenarios addressing the ever-changing landscape of child welfare practice in relation to the needs of children and families. Each training allows for the application of the ethical standards outlined by the National Association of Social Workers and adopted for practice by CFSD.

Training Tables

The following 8 pages reflect CFSD training plans, conferences and costs associated with them. The following are included:

- Initial Training Plan
- Ongoing In-Service Training Plan
- Conferences
- Foster and Adoptive Parent Training
- Long-Term Training for Persons Employed by/or Preparing for Employment
- Training Materials

Initial Training Plan

COURSE TITLE	COURSE DESCRIPTION	SETTING (VENUE)	PROPOSED PROVIDER	APPROX TIME & FREQUENCY	AUDIENCE	TITLE IV-E ADMINISTRATIVE FUNCTIONS
MCAN (Classroom) Funding Source: Title IV-E & General Fund	The training will address an integrated delivery model regarding the framework for Child Protection Practice in Montana, legal issues, confidentiality, Tribal cultural awareness, ICWA, specifics of child maltreatment (abuse/neglect identification), family-centered practice and engagement, and the Family Functioning Assessment and Safety Assessment Management System. Additional topics will include out-of-home placements, case management, substantiations/fair hearings, case reviews, permanency, and preparation for court. Fieldwork activities to reinforce transfer of learning are included.	CFSD Central Office	CFSD Training Bureau staff, Field Lead Training Specialists, UM Workforce Development staff, Attorney General	20 days 5 times per year	New Child Protection Specialists (CPS), Centralized Intake Specialists (CIS), Social Services Technicians (SST), and Resource Family Specialists (RFS)	Development of a case plan, case review, case management, family centered social work practice, cultural competency, permanency planning using kinship care, general substance abuse, domestic violence, and mental health issues, effects of separation, grief and loss, child development, and visitation, communication skills, family preservation, assessments regarding determination of need for removal, ethics, service referrals.
MCAN (online)	Participants will be trained on the following: Child and Youth Development, Non-Discrimination, Cultural Competency, Adult and Child Mental Health, Substance Use Disorders, Understanding Poverty, Documentation and Professional Skills	On Demand	CFSD Training Bureau Staff (Bureau Chief, Training Development Supervisor, Field Lead Training Specialist)	26 Hours 5 times per year	New CPS, CIS, SST, and RFS	Case plan documentation, case review, case management. ethics, child development, cultural competency
Regional Trainings (aka SET) Funding Source: Title IV-E, General Fund	Trainings cover the following topics relevant to child welfare: Parent Engagement, Child Engagement, Visit Coaching, Ombudsman, Child Advocacy Centers, Family Engagement Meetings, ACEs, Child Welfare Trauma Training, On-going case work	Virtual	CFSD Training Bureau Staff (Bureau Chief, Training Development Supervisor, Field Lead Training Specialist), System Partners (Ombudsman, Domestic Violence Coalition, Law Enforcement, Children's Alliance)	16 Hours 2 times per year in each region	New CPS, CIS, SST, and RFS	Development of a case plan, case review, case management, family-centered social work practice, cultural competency, permanency planning using kinship care, general substance abuse, domestic violence, and mental health issues, effects of separation, grief and loss, child development, and visitation, communication skills, family preservation, assessments regarding determination of need for removal, ethics and service referrals
Supervisor Training Funding Source: Title IV-E, General Fund	Online modules include: Intro to Leadership Development, Leadership Fundamentals, Supervisor as a Community Leader, Supervisor as a Team Leader, Supporting Systems Change; In-person and coaching sessions reinforced these topics and further includes application of practice model.	On-line, virtual, and In-Person	Training Bureau Staff (Bureau Chief, Training Development Supervisor, Field Lead Training Specialist)	15 hours on-line; 5 days in person; 4 coaching sessions 2 times per year	New CPS Supervisors	Leadership skills to develop supervisors to be effective leaders in child welfare. Topics such as managing change, effective coaching and mentoring skills and managing group dynamics. As needs of the workforce change the sessions can be modified.

Initial Training	
Estimated Cost	\$0.00
Cost Allocation Methodology	CFSD claims Title IV-E allowable training at 75% federal funds and 25% general funds, per the approved cost allocation plan direct-charge methodology. When training sessions involve both Title IV-E-allowable training (75% federal) and other training (50% federal), the costs are segregated between Title IV-E allowable training and

training that is allowable at the lesser funding ratio. Cost items are then claimed, per the approved cost allocation plan direct-charge methodology to ensure that only Title IV-E allowable costs are claimed on the quarterly federal reports.

Ongoing In-Service Training Plan

COURSE TITLE	COURSE DESCRIPTION	SETTING (VENUE)	PROPOSED PROVIDER	APPROX TIME & FREQUENCY	AUDIENCE	TITLE IV-E ADMINISTRATIVE FUNCTIONS
Advanced Practice Training	Include the topics associated with policy and procedure, case review data and its implementation in field work, engagement of absent parents, application and case work involving the Indian Child Welfare Act (ICWA), child development, supporting children in placements involving kinship care, conducting quality home visits, and time management. UM and CFSD are considering strategies to evaluate the effectiveness of training content for staff beyond their first year of employment to enhance ongoing learning opportunities and to positively promote the professional development for all CFSD staff.	Webex (Online)	CFSD Staff and guest presenters	2-hour sessions One Topic is trained each month.	CFSD staff can attend to acquire their 20 hours of training.	Case management, case review and documentation, communication skills, assessments, confidentiality, ethics. cultural competency. Family-centered practice, Child abuse and neglect issues including impact on children, permanency planning, social work practice and methods,
Forensic Interview Training Funding Source: CJA Grant	Participants build skills that will help them effectively interview children alleged to be victims of child abuse or neglect. They will develop skills that will enable them to conduct interviews in a manner that will decrease the traumatic effect of the interview on the child.	Montana POST Academy, Helena	Department of Justice and contracted presenter	5 days Two-Three times per year	CFSD staff, Tribal staff, Law Enforcement	Case management, case review and documentation, communication skills, assessments to determine need for removal, confidentiality, ethics
Policy Training Funding Source: CAPTA Grant	The training focuses on new statutes and policy with review of policy as needed.	WebEx (online)	CFSD staff and guest presenters	4 hours Two times per year	CFSD staff, in-home services providers, Tribal social services staff	Case management, case review, documentation
Qualified Expert Witness Training	Topics of training will include review of the QEW handbook, case preparation and presentation, and an overview of ICWA.	Conference Center	Attorney, CFSD staff	12 hours Annually		Case management, case review and documentation, cultural competency
Resource Family Specialist Training Funding Source: Title IV-E, General Fund	The training offers information regarding Structured Adoption Family Evaluation (SAFE), confidentiality and sharing case records, provision of home and community services, policy and forms updates, and case scenarios	Conference Center	CFSD staff and guest presenters	12 hours Annually	CFSD RFS staff	Case management, case review, case documentation
Foster, Adoptive Parent and Guardianship Family Training Funding Source: Title IV-E, General Fund	Regional in-person trainings on a variety of topics specific to caring for children (e.g. discipline or managing difficult behaviors), engaging/coaching, mentoring birth parents, coping with loss when children are reunified etc.	Conference Center	CFSD Staff, UM staff and guest presenters	1-2 days Annually	Foster/Adopt Families, CFSD staff	Family-centered practice, cultural competency, overviews of child abuse/neglect issues, effects of separation, grief/loss, child development, visitation
Supervisor Training	Focus will continue to be implementation of the SAMS model and SUD impacts on	Conference center	CFSD staff and guest speakers	24 hours Annually	CFSD supervisory staff	Case management, case review, case documentation, coaching

Funding Source: CAPTA Grant	child welfare.				and Management Team	and mentoring
Cultural Competency Funding Source: Private Grant	The training will address the ability to increase cultural awareness and to develop skills toward more effectively understanding, communicating with, and interacting with people across cultures.		Guest speakers	5 hours Annually	CFSD staff	Cultural competency
Training for non-Agency providers on Safety Model, FFPSA and Rate Matrix. Funding Source: State General Fund, CAPTA BSG, IVB subpart 2, Adoption Incentive funds, Casey Family funds	Training topics include legislative and policy changes, rate changes, implementation planning contract changes.	Conference Center	CFSD staff and guest speakers	8 hours Annually	CFSD staff and contracted in-home provider staff	Case management, case review, case documentation

Ongoing In-Service Training	
Estimated Cost	\$372,775.00
Cost Allocation Methodology	CFSD claims Title IV-E allowable training at 75% federal funds and 25% general funds, per the approved cost allocation plan direct-charge methodology. When training sessions involve both Title IV-E-allowable training (75% federal) and other training (50% federal), the costs are segregated between Title IV-E allowable training and training that is allowable at the lesser funding ratio. Both cost items are then claimed per the approved cost allocation plan direct-charge methodology to ensure that only Title IV-E allowable costs are claimed on the quarterly federal reports.

Foster and Adoptive Parent Training

COURSE TITLE	COURSE DESCRIPTION	SETTING (VENUE)	PROPOSED PROVIDER	APPROX TIME & FREQUENCY	AUDIENCE	TITLE IV-E ADMINISTRATIVE FUNCTIONS
Keeping Children Safe (KCS) Training IV-E, General Fund	Participants will receive training that will qualify them to become licensed foster parents. Training includes an orientation to foster parenting; licensing and medical policy; child abuse and neglect; the impact of abuse on development; attachment, grief, and loss; discipline and stress management, adoption and permanency; as well as cultural issues relating to the primary family.	CFSD offices, Community sites throughout the state	CFSD staff, foster parent co-trainers	18 hours Monthly	Current and potential foster, foster to adopt, and adoptive parents	Recruitment and licensing of foster homes
Creating a Lifelong Family Funding Source: Title IV-E, General Fund		CFSD offices, Community sites throughout the state	CFSD staff	6 hours Monthly	Current and potential foster, foster to adopt, and adoptive parents	Recruitment and licensing of foster homes

Conferences

Estimated Cost	\$9,000.00
Cost Allocation Methodology	CFSD claims Title IV-E allowable training at 75% federal funds and 25% general funds, per the approved cost allocation plan direct-charge methodology. When training sessions involve both Title IV-E-allowable training (75% federal) and other training (50% federal), the costs are segregated between Title IV-E allowable training and training that is allowable at the lesser funding ratio. Both cost items are then claimed per the approved cost allocation plan direct-charge methodology to ensure that only Title IV-E allowable costs are claimed on the quarterly federal reports.

Conferences

COURSE TITLE	COURSE DESCRIPTION	SETTING (VENUE)	PROPOSED PROVIDER	APPROX TIME & FREQUENCY	AUDIENCE	TITLE IV-E ADMINISTRATIVE FUNCTIONS
Prevent Child Abuse and Neglect Conference Funding Source: CAPTA and CJA Grants	Participants attend workshops that will outline current child welfare issues, identify practice guidelines, principles or skills, and address treatment or service delivery programs, services or models that may help workers address needs of their clients and provide effective case management.	Conference Center	CFSD staff and guest speakers	3 days Annually	CFSD staff, foster/ adoptive parents, law enforcement, CASA, judicial, educational, direct service providers, and medical providers	Case management, data entry and collection, cultural competency, family-centered practice, child abuse and neglect issues including impact on children, permanency planning
Tribal Social Services Association Conference Funding Source: CAPTA Grant	Attendees participate in workshops that present current child welfare issues from a Tribal perspective.	Conference Center	CFSD staff, Tribal	2-3 days Annually	CFSD staff, Tribal Social Services	Cultural competency

Foster and Adoptive Parent Training

Estimated Cost	\$351,450.00
Cost Allocation Methodology	CFSD claims Title IV-E allowable training at 75% federal funds and 25% general funds, per the approved cost allocation plan direct-charge methodology. When training sessions involve both Title IV-E-allowable training (75% federal) and other training (50% federal), the costs are segregated between Title IV-E allowable training and training that is allowable at the lesser funding ratio. Both cost items are then claimed per the approved cost allocation plan direct-charge methodology to ensure that only Title IV-E allowable costs are claimed on the quarterly federal reports.

Long-Term Training for Persons Employed by/or Preparing for Employment

COURSE TITLE	COURSE DESCRIPTION	SETTING (VENUE)	PROPOSED PROVIDER	APPROX TIME & FREQUENCY	AUDIENCE	TITLE IV-E ADMINISTRATIVE FUNCTIONS
University of Montana, Montana State University & MSU-Billings Title IV-E Stipend Programs. Funding Source: IV-E	Bachelor's level Social Work, Psychology, Sociology, Human Services, Human Development and Family Sciences curriculum emphasizes the professional competencies required for child protection practice in a public child welfare setting and includes interfacing with foster care, adoption assistance, and group home care programs and working effectively with professionals in the medical, educational, and judicial systems. Through the program, students are able to address social problems from a broad ecological and strengths-based perspective moving between fields of practice, incorporating best practices into their professional repertoire, applying critical thinking skills to all phases of the change process, critiquing themselves and professional approaches, and utilizing a framework for social justice to address complex problems at all levels of society.	University of Montana, Montana State University, MSU- Billings	Program Faculty	Students may take the stipend for a maximum of four semesters; however, the usual duration is two semesters. Annually/ Long-Term	Students accepted to the identified programs commit to employment with CFSD.	Referral to services, preparation and participation in judicial determinations, placement of children, development of a case plan, case review, case management and supervision, social work practice and methods, cultural competency, child abuse and neglect issues (the impact of child abuse and neglect on a child), permanency planning, general substance abuse, domestic violence, and mental health issues, ethics
University of Montana, Title IV-E Stipend Program, Master of Social Work Funding Source: IV-E	Master's level Social Work curriculum emphasizes providing students with frameworks for understanding historical, political, and cultural contexts of practice, honoring difference, confronting oppression, and taking action for social justice; preparing students to bridge direct practice with individuals, groups, and families and the knowledge and skills of community building; teaching students to integrate research, policy analysis, and advocacy in their practice, regardless of setting, problem area, or specific job description; and preparing students as social work leaders committed to promotion of empowering, participatory, social-justice-oriented practice.	University of Montana, School of Social Work	MSW Program Faculty	MSW students that are CFSD employees may take the stipend for 4-6 semesters (most utilize the 2-4 semester option). Non-CFSD employee MSW students may take the stipend for 2 semesters. Annually/ Long-Term	Non-employee MSW students or MSW student employees of CFSD participating in the MSW program commit to employment with CFSD.	Referral to services, preparation and participation in judicial determinations, placement of children, development of a case plan, case review, case management and supervision, social work practice and methods, cultural competency, child abuse and neglect issues (the impact of child abuse and neglect on a child), permanency planning, general substance abuse, domestic violence, and mental health issues, ethics
Confederated Salish Kootenai College, Title IV-E Stipend	The BSW and MSW curriculums emphasize identification as a professional social worker,	BSW/SKC campus	SKC program faculty Walla Walla	BSW students typically take the stipend for 6 quarters	BSW students accepted into the program commit to	Referral to services, preparation and participation in judicial determinations, placement

<p>Program, Bachelor of Social Work (SKC sub-contracts with Walla-Walla University to provide SKC students access to an accredited MSW program).</p> <p>Funding Source: IV-E</p>	<p>application of social work ethical principles to guide professional practice; critical thinking to inform and communicate professional judgments, diversity and difference in practice; human rights and social and economic justice; research-informed practice and practice-informed research; knowledge of human behavior and the social environment; policy practice to advance social and economic well-being and to deliver effective social work services; response to contexts that shape practice; and the expectation of engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.</p>	<p>MSW/ Walla Walla University Campus</p>	<p>University Program faculty</p>	<p>MSW students typically take the stipend for between 4-8 quarters</p> <p>Annually/ Long-Term</p>	<p>employment in the Child Welfare System</p> <p>MSW students accepted into the program commit to employment in the Child Welfare System.</p>	<p>of children, development of a case plan, case review, case management and supervision, social work practice and methods, cultural competency, child abuse and neglect issues (the impact of child abuse and neglect on a child), permanency planning, general substance abuse, domestic violence, and mental health issues, referral to services, ethics</p>
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<p align="center">Long-term Training for Persons Employed by or Preparing for Employment</p>	
<p>Estimated Cost</p>	<p>\$2,126,751.00</p>
<p>Cost Allocation Methodology</p>	<p>CFSD claims Title IV-E allowable training at 75% federal funds and 25% general funds, per the approved cost allocation plan direct-charge methodology. When training sessions involve both Title IV-E-allowable training (75% federal) and other training (50% federal), the costs are segregated between Title IV-E allowable training and training that is allowable at the lesser funding ratio. Both cost items are then claimed per the approved cost allocation plan direct-charge methodology to ensure that only Title IV-E allowable costs are claimed on the quarterly federal reports.</p>

Training Materials

COURSE TITLE	COURSE DESCRIPTION	SETTING (VENUE)	PROPOSED PROVIDER	APPROX TIME & FREQUENCY	AUDIENCE	TITLE IV-E ADMINISTRATIVE FUNCTIONS
Printed Resource Materials Funding Source: CJA Grant	Resources reprinted every year include the "School Guidelines on Child Abuse and Neglect" and the "What Happens Next? A guide to the CFSD's child protection services (cps)." The What Happens Next booklets have been renamed the "Family Guide to the Montana Child Welfare System" Centralized Intake (CI) brochures – The brochures explain the toll-free child abuse hotline information, includes a section on "Why Does Montana Have Centralized Intake?" What can you expect when you call CI; defines what a CI Specialist is, defines the Roles of the CI Specialists, and defines the overall purpose of CI. This brochure is distributed at conferences, trainings, and other meetings. Montana Code Annotated (MCA) – Selected Statutes	Printed materials	CFSD- Brochures are distributed to the county offices and other appropriate organizations including local schools. The "Family Guide" booklets are distributed to families working within the CPS system, to mandatory reporters, school districts, and other interested parties	Updated annually	Current and potential foster, foster to adopt, and adoptive parents	Service referral

Training Materials

Estimated Cost	\$3,875.00
Cost Allocation Methodology	CFSD claims Title IV-E allowable training at 75% federal funds and 25% general funds, per the approved cost allocation plan direct-charge methodology. When training sessions involve both Title IV-E-allowable training (75% federal) and other training (50% federal), the costs are segregated between Title IV-E allowable training and training that is allowable at the lesser funding ratio. Both cost items are then claimed per the approved cost allocation plan direct-charge methodology to ensure that only Title IV-E allowable costs are claimed on the quarterly federal reports.