



DEPARTMENT OF
**PUBLIC HEALTH &
HUMAN SERVICES**

Child and Family Services Division Training Plan

CFSP 2025-2029: Updated June 2025



TABLE OF CONTENTS

Child and Family Services Division Training Plan	1
TABLE OF CONTENTS	2
ACRONYMS LIST	4
GENERAL INFORMATION	5
TRAINING PLAN	5
RECRUITMENT	5
RETENTION	6
COLLABORATION WITH SALISH KOOTENAI COLLEGE (SKC)	7
INFORMATION ON THE CHILD PROTECTIVE SERVICE WORKFORCE	7
CHILD FACING STAFF CERTIFICATION	8
Child-Facing Staff Initial Training Requirement and Expectations	8
New Hire On-boarding Training Requirements and Curriculum Overview	8
Training Manuals	9
Pre-MCAN Training: Phase 1	10
MCAN Training: Phases 1-4	11
Shadow/Coaching for New Staff: Phases 2-4	13
Skills Enhancement Trainings (SETs)	13
Requirements for Initial Case Assignment	14
REQUIRED ONGOING STAFF TRAINING	15
CFSD's Requirement and Process for Ongoing Staff Training	15
Annual Training Requirements to Maintain CPS Certification	16
RESOURCE FAMILY SPECIALIST (RFS) TRAINING	19
SUPERVISORY TRAINING	19
Initial Supervisor Training (Applicable to Child-Facing Positions)	19
Ongoing Supervisor Training (Applicable to Child-Facing Positions)	21
TRACKING, MONITORING AND EVALUATING TRAININGS	24
AT A GLANCE TRAINING OVERVIEW	27
At a Glance - Initial CPSS Training (New Hire Onboarding)	27
At a Glance - Ongoing CPSS Training	27
At a Glance - Initial CPS Training (New Hire Onboarding) – CPS Certification	28
At a Glance - Ongoing CPS Training	28
At a Glance - Initial and Ongoing Training Opportunities for All CFSD Staff	28
TRAINING TABLES INCLUDING ALLOCATED FUNDING AND FUNCTIONS	28
Initial Training Plan	29

Ongoing In-Service Training Plan	30
Foster and Adoptive Parent Training	31
Conferences	32
Long-Term Training for Persons Employed by/or Preparing for Employment	33
Training Materials	35
PROJECTED FUTURE CURRICULUM CHANGES	36

ACRONYMS LIST

Administration for Children and Families Children Bureau (CB)-----	3	Department of Public Health and Human Services (DPHHS)-----	3
Advanced Practice Trainings (APT)-----	5	Driving Record Check (DMV)-----	6
Adverse Childhood Experiences (ACEs)-----	7	Family First Preventions Services Act (FFPSA)-----	3
Americans with Disabilities Act (ADA)-----	6	Family Medical Leave Act (FMLA)-----	6
Annual Progress and Service Report (APSR)-----	2	Field Lead Training Specialists (FLTS)-----	6
Bachelors in Social Work (BSW)-----	3	Indian Child Welfare Act (ICWA)-----	5
Centralized Intake (CI)-----	6	Keeping Children Safe (KCS)-----	6
Centralized Intake Specialist (CIS)-----	3	Masters in Social Work (MSW)-----	3
Centralized Intake Specialists (CIS)-----	6	Montana Child Abuse and Neglect Orientation Training (MCAN)-----	5
Child Adult Protective System (CAPS)-----	6	Montana Family Safety Information System (MFSIS)-----	6
Child and Family Services Division (CFSD)-----	3	Montana State University (MSU)-----	3
Child and Family Services Report (CFSP)-----	2	Performance Improvement Plan (PIP)-----	4
Child Protection Specialist (CPS)-----	3	Qualified Residential Treatment Program (QRTP)-----	3
Child Protection Specialist Supervisor (CPSS)-----	3	Resource Family Specialists (RFS)-----	6
Confederated Salish and Kootenai Tribe's (CSKT)-----	5	Salish Kootenai College (SKC)-----	4
Continuous Quality Improvement (CQI)-----	4	Skills Enhancement Trainings (SET)-----	5
Court Appointed Special Advocate (CASA)-----	3	Social Service Technicians (SST)-----	6
Creating a Lifelong Family (CLF)-----	7	Structured Analysis Family Evaluation (SAFE)-----	7
Criminal Background Check (CBC)-----	6	University of Montana Center for Children, Families, and Workforce Development (UM-CCFWD)-----	3
Criminal Justice Information Network (CJIN)-----	6	Walla Walla College's (WWC)-----	4
Department of Justice (DOJ)-----	7	Youth Advisory Board (YAB)-----	3

GENERAL INFORMATION

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

Brandi Loch

Deputy Division Administrator

BrandiLoch@mt.gov

406-799-1823

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

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 Department of Public Health and Human Services (DPHHS) 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 as CFSD continues the implementation of the Title IV-E Families First Prevention Support Services Act (FFPSA) with the Prevention Plan and instituting Qualified Residential Treatment Program (QRTF) requirements, additional training needs for both internal 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 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. Training may be developed for CFSD staff, Tribal Social Services staff, or other stakeholders, which includes but is not limited to, foster, kinship, adoptive and 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

CFSD's average length of employment of Child Protection Specialist (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 has attributed to improved applicant pools and some degree of stabilization for the workforce, but the long-term effects of the pay increases are immeasurable 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.

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, adding a total of seven-degree programs and expanded the program to students attending Montana State University (MSU) and MSU-Billings. This change was made to assist CFSD in recruiting skilled individuals to apply for vacant CPS and Child Protection Specialist Supervisor (CPSS) positions, and other vacant positions within the division.

UM-CCWFD 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-CCWFD 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 University of Montana's (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. UM has recently initiated an advanced standing MSW program that may further increase the number of student employees amongst the CFSD workforce.

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 in development of a refined IV-E stipend program evaluation and process to better understand the success and challenges of the program.

Collaborative efforts between the UM-CCWFD 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.

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 CFSR Round 3 Performance Improvement Plan (PIP) Goal 1 which 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). CFSD's incorporation of the Safety Science philosophies encourages Division Leaders at all levels to seek a deep understanding of the circumstances and associated factors influencing decision-making, to view the staff involved as keepers of vital information about events, to refrain from reactively assigning blame and to rather utilize experiences to build upon strengths and to coach staff through informed course correction, mirrors the way CFSD expects staff to work with families. Information collected from staff and families directly informs organizational supports to CFSD staff, direct service to CFSD clientele, and support to stakeholders.

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. The Wellness Coordinator issues a quarterly survey in solicitation of constructive feedback from CFSD staff specific regarding staff's participation in wellness activities and staff's current or future wellness needs. As recently as January 1, 2025, the Wellness Program has further implemented a process to routinely survey CFSD employees as a strategy to collect and study the reasons why staff maintain their employment with the CFSD 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 an online MSW option through the UM School of Social Work has increased the interest of, and opportunity for, student employees to participate in the stipend program. Albeit BSW stipend participants are fewer, participation in either stipend program inherently stabilizes participants in the workforce for a time as a result of the required CFSD employment in recouperation of the stipend. The long-term impacts of the BSW and MSW stipend program in relation to retention are unknown at this time. The anticipated evaluation of the IV-E stipend program will offer a better understanding of the factors that are attributed to why participants remained employed by CFSD beyond specified stipend contracts terms or why they did not. The IV-E Stipend program evaluation will assist CFSD in efforts to improve retention efforts to both prospective employees through the BSW stipends, as well as active employees through the MSW stipends.

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 previous SFY20-24 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. 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.

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.

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. CFSD Policy Manual reference information on 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).

CHILD FACING STAFF CERTIFICATION

Child-Facing Staff Initial Training Requirement and Expectations

The Training Bureau consists of three full time employees, the Training Bureau Chief, Training Development Specialist Supervisor (TDSS), and a Training Development Specialist (TDS) as recently as January of 2025.

The TDSS and TDS are dedicated to the new hire training of CFSD employees with a considerable focus on the training of child-facing staff types. The TDSS and TDS also share responsibilities with the Training Bureau Chief with regard to the new hire training of CPSS, the on-going progression development training for CPS's, CPSS's, Child Welfare Managers (CWM's), Regional Administrators (RA's), as well as administrative duties to track the completion of the new hire and on-going and/or annual training requirements for child-facing staff types.

All employees in child-facing employment positions, currently defined as CPS, CPSS, CWM and RA 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.

Upon initial hire, child-facing staff are automatically registered for Montana Child Abuse and Neglect (MCAN) training to meet their training requirements. The Training Bureau then contacts the new CPS via email and virtual meetings to orient them with their assigned training schedule and provide technical assistance in accessing training and training resources through various platforms.

New Hire On-boarding Training Requirements and Curriculum Overview

The on-boarding training requirements for CPS and other child-facing staff types include an asynchronous series of pre-MCAN courses, shadowing of peers, leadership staff, and supervisors conducting investigative and case management related field activities, completion of virtual and in-person practice oriented MCAN courses, completion of the CPS certification and associated exams, and virtually facilitated Skill Enhancement Trainings (SETs).

The training content specific to pre-MCAN, shadowing, MCAN, and SETs curriculum are required to be completed by CPS within their first year of hire. MCAN courses are offered five times per year.

- Pre-MCAN, MCAN, and achievement of the CPS certification are completed on average within the CPS first three-four months of hire.
- New hire shadowing is initiated upon hire and continues throughout the first year of hire. CPSS staff align their newly hired CPS staff with peers, staff in leadership roles (i.e.: Child Welfare Managers or specialized position types), and/or the assigned CPSS or other CPSS in the office to observe field activities associated with investigation and case management.
- The SETs are completed by each CPS over the course of their entire first year of hire.

Though not a requirement, staff are encouraged to be employed with CFSD for approximately thirty days prior to attending new hire MCAN training to allow for time to observe field experiences with their supervisor, peers, or leadership staff in their area to gain applicable perspective to inform their classroom learning sessions. New CPS staff are paired with more experienced staff to shadow and/or observe field interactions with clients and professionals, legal proceedings, or team meetings from the time of their hire and throughout completion of MCAN. Additional opportunities for new CPSs to shadow and observe field experiences are afforded on an individual basis throughout the course of the staff's first year of hire.

Phases one through four of the CPS Training Manual coincide with weeks one through four of MCAN and the completion of the initial CPS certification. The training requirements associated with the initial CPS certification are imbedded in the Pre-MCAN, MCAN and Childhood Trauma SETs curriculum. Competency exams are associated with each week of MCAN, as well as the Childhood Trauma SETs, and serve as the required examinations for certification. All employees in child-facing employment positions, currently defined as CPS and CPSS, are required to meet specific CPS certification requirements within their first year of employment per the following MCAs and ARM:

- MCA 41-3-127 – Certification Requirements [MCA 41-3-127 Hyperlink](#)
- MCA 41-3-128 – Certification Requirements for Supervisors [MCA 41-3-128 Hyperlink](#)
- MCA 41-3-129 – Certification Renewal Requirements [MCA 41-3-129 Hyperlink](#)
- MCA 41-3-130 – Implementation of Certification Requirements for CPS [MCA 41-3-130 Hyperlink](#)
- ARM 37.47.308 – CPS Certification [ARM 37.47.308 Hyperlink](#)
- ARM 37.47.309 – Initial CPSS Training [ARM 37.47.309 Hyperlink](#)
- ARM 37.47.310 – Annual CPSS Training [ARM 37.47.310 Hyperlink](#)

The following is the training topics required for CPS certification per the MCAs and ARMs listed above:

- Ethics
- Government Statutory and Regulatory Framework
- Role of Law Enforcement in the Child Welfare System
- Crisis Intervention Techniques
- Childhood Trauma Research
- Family Centered Practice
- Provisions of Indian Child Welfare Act (ICWA)

Given that MCAN sessions are offered five times per year, the Training Bureau staff can monitor each new CPS staff's completion of Pre-MCAN, MCAN, CPS Certification, and SETs in cohorts of twelve-fifteen people on average.

Training Manuals

CFSD utilizes training manuals for onboarding child facing staff types (CPS, CPSS, CWM, RA), licensing staff (RFS, RFSS), Centralized Intake staff (CIS, CISS), and Social Service Technicians (SST). The manuals contain organizational information, Department directives, and sections of CFSD policy and Montana statutes on child protective services issues specific to staff type and role. On-boarding content is shared and reviewed between staff and supervisor.

The manuals for non-child facing staff type outlines training expectations for the first six months of employment. All new SST, RFS, RFSS, CISS, CIS and CFSD Program Staff are required to complete the Pre-MCAN online learning course and attend CFSD's Condensed MCAN - Practice Model Training for Non-CPS Staff within their first year of employment with the Division. Non-Child Facing Staff types are enrolled in the Pre-MCAN and Condensed MCAN courses upon hire and their participation is facilitated jointly by their direct supervisors and Training Bureau Staff. The CFSD Training Bureau offers Condensed MCAN three times each year and facilitates the 24-hour course virtually. Condensed MCAN training topics include:

- Introduction to CFSD Wellness Programming
- CFSD Child Welfare Framework
- Fundamental of Family Centered Practice
- Introduction to MT Tribes
- Confidentiality
- Ethics
- Safety Model Overview
- Child Maltreatment
- Case Management
- Permanency
- Dependency & Neglect Legal Overview
- Worker Safety & De-Escalation

Training Manuals for Child-Facing Staff Types (CPS, CPSS, CWM, RA) account for on-boarding objectives and requirements over the course of the employees first year of hire. The *CPS Training Manual* outlines training expectations for the first twelve months of employment portioned out into phases in which new CPS coordinate with their direct supervisor and the Training Bureau to complete the requirements timely.

The Training Bureau Chief, Licensing Bureau Chief, and Centralized Intake Bureau Chief have updated and refined training manuals associated with the child facing staff types, licensing staff, and centralized intake staff. These modifications include a clearer representation of the training requirements that are required for completion prior to independent investigative or case management assignments.

In an effort of continuous quality improvement and quality training and support to all CFSD staff types, the Training Bureau will be prioritizing enhancements to the SST training manual over the course of 2025.

CPS Training Manual Overview

Table 1: CPS Training Manual overview as described in the previous narrative.

Welcome & Orientation
Overview of Training Requirements
Orientation to CFSD Organizational Structure & Local Office Layout
Technical Support & Assistance
Phase I
Training Plan Development & Welcome Meetings with Training Bureau
Pre-requisite Montana Child Abuse and Neglect Orientation Training (Pre-MCAN)
SETs Scheduled
Montana Child Abuse and Neglect Orientation Training (MCAN) Week 1
MCAN Week 1 & Childhood Trauma CPS Certification Exam
Phase 2
MCAN Week 2
Investigative Shadowing Requirements and Training Reports
MCAN Week 2 CPS Certification Exam
Phase 3
MCAN Week 3
Shadowing Requirements & Training Reports Continued
MCAN Week 3 CPS Certification Exam
Phase 4
MCAN Week 4
Core Case Management Activities & Shadowing Requirements
MCAN Week 4 CPS Certification Exam
Annual Review
Review of first-year training requirements and completion status
Exit meeting with Training Bureau
Review of Annual CPS Certification Training Requirements

Pre-MCAN Training: Phase 1

All newly hired CPS are required to complete pre-MCAN as pre-requisite training prior to participating in MCAN courses. The Training Bureau staff will engage the CPS staff's direct supervisor for additional support should staff need additional prompting to complete the pre-requisite training course prior to starting week one of MCAN.

Pre-MCAN utilizes an asynchronous learning model and was originally intended to be approximately twenty hours of training, which is accessed on demand through the CFSD Learning Management System, formerly eLearn. As of 2025, content and students have migrated to Canvas. ELearn and Canvas share similar learning management capabilities for both user and "teacher." With the transition from eLearn to Canvas, the pre-requisite training topics remained the same, however the content specific to each topic was updated and expanded.

The Training Bureau monitors enrollment in collaboration with the administrative staff and assigned “teacher” permission in the learning management system. In addition, they also monitor the course completion reports which can be accessed on demand in conjunction with the “teacher” permissions to represent real time completion status for learning cohorts or individual participants. However, there are limitations in tracking timeframes for completion for an asynchronous on demand course. These limitations are due to ADA accessibility guidelines, protections on electronic data when utilizing VPN or mobile applications, and the reality of users often leaving browser pages open for extended periods of time often results in inaccurate and/or inflated time logs. The learning management system overall does not accurately track the time to completion for participants, but rather only creates a time stamp at completion of each course with the successful achievement of 80% or better on the associated competency check. Competency checks are associated with each of the identified pre-MCAN topics listed below.

Currently the pre-MCAN course is intended to be approximately forty hours of training. Per the first sixteen Canvas users who completed the pre-MCAN courses in Canvas, the shortest total log time was thirty-two hours and forty-nine minutes and the longest was fifty hours and forty-four minutes. The average time for completion amongst the first sixteen Canvas users was thirty-eight hours and forty-five minutes.

The pre-MCAN training content includes modules specific to:

- Child and Youth Development
- Non-Discrimination
- Cultural Sensitivity
- Children and Adult Mental Health
- Substance Use Disorders
- Professional Skills
- Understanding Poverty
- Documentation
- Orientation Training Manual review with direct supervisor, which includes:
 - ICWA
 - Centralized Intake
 - Family-Centered Practice
 - Substitute Care
 - Legal Process
 - Runaways
 - Sex Trafficking

The Training Bureau monitors the completion of pre-MCAN through real time viewing and completion report capabilities in the learning management system to ensure that the staff completes their pre-requisites prior to the start of MCAN week one.

MCAN Training: Phases 1-4

MCAN training historically consisted of three weeks of training. Modifications were made to the MCAN curriculum in August of 2024 expanding the training to a four-week format with facilitation of 5 sessions serving five cohorts per year. The expanded curriculum incorporated additional focus on case plan development and management and training activities emphasizing tactical learning strategies.

In October of 2024, CFSD implemented the use of Virtual Reality (VR) practice simulations to support the initial safety assessment through the second week of MCAN, and in February of 2025, VR content was implemented to support youth engagement and case management through the fourth week of MCAN.

MCAN weeks one-four are 128 hours of cumulative training and conclude with a competency exam for which participants must achieve a score of 80% or higher to pass. The exams are accessible through the CFSD learning management system, Canvas.

The Training Bureau monitors the completion of each MCAN phase through real time viewing and completion report capabilities in the learning management system to ensure that the staff completes their pre-requisites prior to the start of each phase.

MCAN Curriculum Topics Specific to Phase

Table 2: Phase 1 MCAN Week Topics as discussed in previous narrative.

Phase 1 – MCAN Week 1 Topics - Week one of MCAN is facilitated virtually by Training Bureau.
Framework of Child Protection in Montana
Fundamentals of Family Centered Practice
Intro to Child Welfare Law
Intro to Montana Tribes
Intro to ICWA and the Law
Domestic Violence
Child Maltreatment
Confidentiality
Ethics
Employee Safety and Wellness

Table 3: Phase 2 MCAN Week Topics as discussed in previous narrative.

Phase 2 – MCAN Week 2 Topics - Week two of MCAN is facilitated in person by Training Bureau.
Framework of Child Protection in Montana
Functions of Centralized Intake
Family Centered Practice
Fundamentals of Interviewing
CFSD Safety Model - Family Functioning Assessment (Section 1), which includes: • Information Collection and Analysis • Immediate Danger Identification • Maltreatment Determination • Protection Planning • Section I Fidelity Review

Table 4: Phase 3 MCAN Week Topics as discussed in previous narrative.

Phase 3 – MCAN Week 3 Topics - Week three of MCAN is facilitated in person by Training Bureau.
CFSD Safety Model - Family Functioning Assessment (Section 2), which includes: ▪ Continued Information Collection and Analysis ▪ Identification of Impending Danger Threats ▪ Safety Determination ▪ Safety Plan Analysis ▪ Safety Planning ▪ Conditions for Return ▪ Section II Fidelity Review
CFSD Practice Model - Introduction to Dependency and Neglect Legal Proceedings
CFSD Practice Model - Case Planning and Management
CFSD Practice Model - Permanency Planning

Table 5: Phase 4 MCAN Week Topics as discussed in previous narrative.

Phase 4 – MCAN Week 4 Topics - Week four of MCAN is facilitated in person by Training Bureau.
Case Management - Development, Monitoring and Effectuation Case Plan Goals
Case Management - Periodic completion of on-going risk, safety, and progress assessment through utilization of the Family Case Plan
Substance Use Disorder and Child Welfare - Case Planning
Substance Use Disorder and Child Welfare - Treatment and Recovery
Substance Use Disorder and Child Welfare - Co-occurring Disorders
Out of Home Placement - Development and Facilitation of the Child's Case Plan
Out of Home Placement - Concurrent Planning and Permanency
Child and Family Services Review <i>(Including partial completion of mock case review)</i>

Shadow/Coaching for New Staff: Phases 2-4

Phases two-four of the CPS Training Manual coincides with weeks two-four of MCAN training and outlines formal shadowing requirements among which the CPS must shadow, or observe, the completion of a minimum of two training investigations prior to investigating a report independently. One of the training investigations must be conducted with their assigned supervisor, and the second may be completed with their assigned supervisor, or another appropriate staff assigned by their supervisor (peer or leadership staff).

The CPS Training Manual also encourages shadowing opportunities complimentary to several field practices associated with case management activities including:

- Family Engagement
- Court Proceedings
- Permanency Planning Team Meetings (Permanency Staffing)
- Foster Care Review Committee

CFSD offers onboarding for staff using informal and formal shadowing opportunities. Staff are encouraged to observe field experiences with their assigned supervisor, peers, or leadership staff in their area to gain applicable perspectives to inform their classroom learning sessions. Shadowing and coaching activities are tracked through the new CPSs assigned CPSS to ensure completion of the training reports, and to support a rich learning experience through CPS observation of, and/or supported participation in, the additional field practice activities listed above.

Skills Enhancement Trainings (SETs)

After Pre-MCAN, MCAN and the initial CPS Certification are complete, all CPS are required to complete all SET modules within the first year of hire. The completion of the designated SETs modules is now eighteen hours of training content as shown in the table below.

- *It should be noted that, prior to August of 2024, the completion of the designated SETs modules was twenty-eight hours of content. Due to various topics being embedded into the enhanced MCAN topics listed in the section above MCAN Training phases, the SETs hours were decreased.*

Table 6: SET Training Topics as discussed in previous narrative.

Skills Enhancement Training (SET) Module Topics – Facilitated virtually by Training Bureau.	18 Training Hours
Electronic Record, CAPS/MFSIS	(4) 1-hour Sessions
Intro to Multi-Disciplinary Teams	2
Intro to Montana Ombudsmen	1.5
Family Engagement Meetings	1
Random Moment Time Study	2
Employee Wellness	1.5
Supportive Visitation/Parent Coaching	3
CSE-IT, Commercial Sexual Exploitation Identification Sex Trafficking Tool	3

The Training Bureau monitors the completion of SETs training through real time viewing and completion report capabilities in the learning management system. Should CPS not be successful in completing their SETs training within their first year of hire, the Training Bureau will arrange for a meeting with the CPS and their Supervisor to develop a plan for completion.

SETs training are open to all CFSD staff regardless of position type. Additionally, CSE-IT Training specific to the Commercial Sexual Exploitation Identification Sex Trafficking Tool, incorporates CFSD contracted CHAFEE providers, upon request, in fulfillment of service to shared clientele.

Requirements for Initial Case Assignment

New CPS are expected to have completed Pre-MCAN and MCAN, achieved their CPS certification, and have a working knowledge of the training materials through the corresponding phases of their CPS Training Manual, prior to independently managing investigative reports, or on-going case management/caseload assignments.

The Training Bureau and CPSS work collaboratively to ensure that each CPS is sufficiently prepared for their field duties, and in addition to the formal requirements associated with initial case assignments, factors specific to each individual CPS assigned role, experience, and demonstrated competency is considered to best support the staff in successful completion of their training and in promotion of positive case management outcomes. The Training Bureau communicates progress and demonstrated competencies observed or acquired through completion of the first-year training requirements directly to the CPSS and further confirms certification status for each CPS completing MCAN.

Phases two through four of the CPS Training Manual coincide with week two-four MCAN competencies that are supported by training investigations and/or ongoing case management activities that are conducted in tandem with training support from direct supervisors, peers, or leadership staff. As outlined above in the shadow/coaching section, prior to CPS having a case assigned to them independently, their assigned CPSS will model the Montana Safety Assessment through completion of a training report for which the CPS observes their direct supervisor conducting an investigative assessment from start to finish. The CPSS will afford opportunities within this training experience to shadow the CPS while they take the lead in conducting aspects of the investigative assessment. This process allows the CPSS to coach the CPS through application of the investigative procedure and furthermore assess the skill and confidence level of the CPS. A second training report is then conducted with a peer through observation of the peer conducting aspects of the investigation and in return, the peer will coach the new CPS through aspects of the investigative process that they conduct while being shadowed by the assigned peer.

The first-year training requirements are found in the CPS Training Manual, and in 2025 the Training Bureau started providing a one-page summarization of the CPS first year training requirements which must be met prior to independently being assigned a report, or case, to the CPS and their assigned CPSS during *Welcome and Introduction Phase* of the initial training orientation. The one-page summarization also reflects the "Training Progression" category reflecting the requirements CPS must meet prior to independently managing investigative reports, or on-going case management/caseload assignments.

Prior to meeting the initial training requirements and certification, CPS may be assigned cases in the electronic record, however, they are not conducting practice independently until the requirements mentioned above are fulfilled. In these circumstances, CPS will shadow and observe their supervisor, peers, or leadership staff in their area fulfilling a plethora of field practices from centralized intake, investigative assessment, case management and/or legal proceedings on their assigned cases. Additionally, they may conduct family interactions such as transport, home visits, or phone calls in tandem with their supervisor or identified peer.

Table 7: New hire CPS first year of training overview and case assignment as discussed in previous narrative.

New Hire CPS First Year Training and Investigation and/or Case Assignment Requirements
Classroom and Online Learning Courses
<i>Pre-MCAN, MCAN Weeks 1-4, and SETs completed.</i>
Mentored Case Practice
<i>Supported Investigation and Case Management Activities conducted with CPSS & peers (shadowing). Shadowing starts upon hire and is ongoing until the completion of week 4 MCAN.</i>
<i>Completion of 2 Training Reports following week 2 MCAN. The first training report is conducted with a supervisor, the second training report is conducted with a peer.</i>
<i>Completion of 5 Core Case Management Activities following week 3 MCAN. The core case management activities are conducted with a supervisor.</i>
Training Progression – “Independent Report Assignment”
<i>Independent Report Assignments occur <u>after</u> completion of:</i> • Week 2 & 3 MCAN • Week 2 & 3 certification exams • 2 Training Reports – Completed with a CPSS - See CPS Training Manual for directives.
Training Progression – “Independent Case Assignment”
<i>Independent Case Assignments occur <u>after</u> completion of:</i> • Week 4 MCAN • Week 4 certification exam • 5 Core case management activities – Completed with a CPSS - See CPS Training Manual for directives.
CPS Certification
<i>CPS Certification is successfully achieved with a passing score of 80% or better on all of the following exams:</i> • Exam 1 occurs at the conclusion of Week 1 MCAN • Exam 2 Childhood Trauma occurs at the conclusion of Week 1 MCAN • Exam 3 occurs at the conclusion of Week 2 MCAN • Exam 4 occurs at the conclusion of Week 3 MCAN • Exam 5 occurs at the conclusion of Week 4 MCAN

New Supervisor training was also expanded in 2024 to include 1.5 hours of in person training specific to onboarding of new CPS and application of the CPS Training Manual, inclusive of training requirements and associated expectations regarding the assignment of independent investigative and/or case management activities. Additionally, the Training Bureau has increased communication with CPS and CPSS staff via email and welcome meeting introductions to affirm accomplishments and the corresponding eligibility for staff to independently manage investigations and/or cases.

REQUIRED ONGOING STAFF TRAINING

CFSD’s Requirement and Process for Ongoing Staff Training

All CFSD employees in child-facing employment positions, currently defined as CPS and CPSS, are required to successfully complete specified training requirements within their first year of employment to achieve a Montana CPS Certification (MT CPS Certification) as stated in statute, certification and re-certification is required for all child-facing staff types as laid out in the following MCA and ARMS hyperlinks:

- [MCA 41-3-127 Certification Requirements Hyperlink](#)
- [ARM 37.47.308 Hyperlink](#)

Once the child-facing staff has met their initial training requirements, CPS and CPSS are required to complete twenty hours of position specific training each year in maintenance of their MT CPS Certification. Annual re-certification can be achieved through participation in learning opportunities offered by CFSD or through training opportunities outside of CFSD.

Ongoing training efforts are not solely provided by the Training Bureau, each RA across the six CFSD regions and seven hub offices of Montana established a yearlong training calendar for their respective staff. The trainings are facilitated by regional leadership and community resources in mandatory all staff meeting settings both virtually and in-person.

The topics presented through these regional trainings vary from location to location but maintain alignment with the MT CPS Certification standards and thus applicable to the twenty hours of annual training required of child-facing staff types. Although each region manages an individualized training and meeting schedule, training hours offered across regions are similar, averaging ninety minutes a month for approximately eighteen hours a year, their plans are informed by the Training Bureau. The RAs provide a copy of their regional training plans to the Training Bureau Chief and the Division Administrator for final approval.

CFSD staff in conjunction with support from the University of Montana host an annual conference focused on the Prevention of Child Abuse and Neglect (PCAN Conference) in revolving locations across the state. The conference is typically held over the course of three days and is tailored toward learning and support opportunities specific to CFSD staff, legal partners and stakeholders, resource families, individuals with lived expertise, contracted providers, and treatment or behavioral health providers serving the child welfare system. The conference offers upwards of twelve-sixteen hours of professional development that can be applied toward a child-facing employees annual training requirement.

Child-facing staff also have access to both in-state and out-of-state external conferences presenting content applicable to CFSDs approved annual training topics. External conferences are, however, limited accommodation.

CFSD is diligently engaged in efforts to comply with this statutory standard through the provision of accessible and high-quality training and the development of tracking mechanisms in validation of compliance. Statute, Administrative Rule, and CFSD Training Policy does not currently define repercussions for non-compliance. ARM 37.47.308 [ARM 37.47.308 Hyperlink](#) states provision requirements for staff that resign and return to CFSD within one year may re-take the competency examinations without repeating training, if to resume their previous achieved MT-CPS Certification. CFSD Division Administrator and Training Bureau are working to further explore and develop strategies for MT-CPS Certification sufficiently in instances where the annual training requirements may not have been upheld. Much like the above-mentioned ARM provision, the Training Bureau is considering a re-certification exam to be utilized secondary to the completion of twenty hours of required training.

Annual Training Requirements to Maintain CPS Certification

It is by way of these same authorities that child-facing staff must meet ongoing training requirements to maintain their certification in their second and subsequent years of employment. Re-certification is achieved through completion of twenty hours of training on an annual basis associated with the specified training topics outlined below. Child-facing staff can access the specified training topics through trainings offered by CFSD or through training opportunities outside of CFSD.

The annual training topics required by statute [MCA-41-3-128 Hyperlink](#) are as follows:

- Ethics
- Government Statutory and Regulatory Framework
- Law Enforcement in the Child Welfare System
- Crisis Intervention Techniques
- Childhood Trauma Research
- Family-Centered Practice
- Provisions of ICWA
- Technical or Practical Practice Model Enhancements

Other annual training topics approved by CFSD include, but are not limited to:

- Parent Coaching and Supportive Visitation
- Childhood Trauma
- Multidisciplinary/Child Protection Team
- Substance Use Disorders
- Engagement and Communication with Adults and Children
- Forensic Interview Training
- Identification and Support for Commercial Sexual Exploitation

CFSD in collaboration with the UM-CCFWD have developed and continue to offer Advanced Practice Trainings (APTs) virtually and monthly with emphasis on other CFSD approved.

The monthly APTs are open to attendees of varying position types but targeted at child-facing staff types in support of maintaining their *MT CPS Certification* through accessible and pertinent training delivery. The Training Bureau schedule and facilitate the APTs and ensure that training topics align with the requirements of the MT CPS Certification standards. A selection of the APTs include a competency check to ensure that the specified competencies associated with the MT CPS certification are achieved and are further utilized as a quality assurance check for the facilitator. The competency checks associated with the APTs require a score of 80% or higher and participants are afforded three attempts to pass. Exam results are not only utilized to justify competency for the certified staff but to inform facilitation from the trainer's perspective as well. Should staff be unsuccessful in achieving an 80% or higher, Training Bureau staff will either issue a correction on the content if delivery was the result of a consistently missed objective or will outreach individual staff to coach them through the misunderstood concept, expectation, or requirement reflected in the content. APTs topics are intended to be a minimum of 90 minutes and a maximum of two hours in duration. The APT annual training topics are associated with the following:

- Internal and Federal Case Review
- Engaging Absent Parents
- The Indian Child Welfare Act (ICWA)
- Child and Youth Development
- Supporting Children and Families through Kinship Placements
- Conducting Quality Home Visits,
- CFSD New or Modified Practice Procedures:
- Safety Management Plan
- Facility Investigation
- Family Case Plan
- Time Management
- Working with Families Impacted by Sexual Abuse
- CHAFEE Services Coordination
- Working with Victims of Domestic Violence
- Random Moment in Time Study Sampling and Response
- Professional Skill Building, Writing and Communication
- ICPC, Sending and Receiving Out of State Placements

Competency checks have been utilized in association with APTs to ensure that the specified competencies associated with content and the MT CPS Certification are achieved and maintained. The competency checks associated with the APTs require a score of 80% or higher and participants are afforded three attempts to pass. Exams are accessed through Microsoft Survey links maintained by the Training Bureau. Exam attempts and completion are actively monitored by the Training Bureau staff with editing permissions in Microsoft allowing for real time viewing of participant progress, completion, and resulting exam scores. Completed exams are stored and maintained in *Microsoft Forms* and tracked as discussed later in the CFSD Internal Process for Tracking, Monitoring and Evaluating Training section.

APTs have included stakeholder participants such as the Montana Ombudsman, CFSD contracted CHAFEE providers, and other child welfare partners as topics are pertinent and upon request.

Ethics Training Defined

Each calendar year, all CFSD staff are required to attend training on Ethics in Child Welfare, as provided through the Training Bureau and in collaboration with the UM-CCFWD. 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. Ethics Trainings are offered three to four times per year virtually and/or in-person. Each training allows for overview and application of the common ethical principles and the code of ethical standards outlined by the National Association of Social Workers adopted for practice by CFSD.

Ethic Principles include:

- Autonomy
- Fidelity
- Veracity
- Non-maleficence
- Beneficence
- Justice

CFSD Code of Ethics:

- Protection of Children
- Preservation of Families
- Respect for Families
- Respect for Persons
- Client Self-Determination
- Individualized Intervention
- Loyalty
- Diligence
- Honesty
- Promise-Keeping
- Confidentiality

Through the technical support of the UM-CCFWD, formal registration is required for the annual Ethics training, trainee participation is facilitated through break-out discussions, attendance is recorded, and certificates of completion are provided to participants with the expectation that completion records are maintained in the CFSD Employee Training Tracker.

Forensic Interview Training Defined

Other common and/or reoccurring training opportunities that contribute to child-facing staff's ongoing professional development and twenty hours of annual training are Forensic Interview Training, offered two-three times per year in partnership with the Department of Justice (DOJ). Forensic Interview training is thirty-two hours of training and serves seventeen CPS each session for a total of thirty-four to fifty-one CPS per year.

Basic and Advanced Forensic Interview Training is provided in collaboration with the Department of Justice (DOJ) and CFSD. The presenters are national speakers based out of San Diego, California and training participants are representative of a multi-disciplinary team of professionals with emphasis on victim services, inclusive of law enforcement, child advocacy center staff, child protection staff, tribal social services, etc. The collaborative and interactive training occurs two - three times each year and accommodates a minimum of seventeen CFSD staff at each session. The Training places emphasis on the semi-cognitive interview of children and is prioritized for CFSD child-facing staff types. The training agenda is as follows:

- Child Forensic Interview Introduction
- Child & Adolescent Forensic Interviewing
- Reluctant & Anxious Children
- Montana Law & Corroboration
- Child Development & Linguistics
- Memory & Suggestibility
- Sex Offenders: Process of Victimization
- Medical Exams
- Skill Application – Live practice interview between participants and actors
- Defending Forensic Interview in the Court Room
- Staying Well

CFSD partners closely with Child Advocacy Centers across the state for on-going and advanced cross-training opportunities in the areas of forensic interview training, victim services, multi-disciplinary teams and case review.

Policy Training

All CI, field, and program staff are required to participate in all Policy Training. CFSD ensures staff is informed before new laws and policies become effective, and are provided with refresher trainings in 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. Policy training is provided both virtually and in person through the Advance Practice Training platform, Regional Trainings, State Supervisor Meetings, Regional Leadership Meetings, and/or other in-person conferencing or events.

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.

SUPERVISORY TRAINING

Initial Supervisor Training (Applicable to Child-Facing Positions)

CPSS are required to complete supervisory trainings including, but not limited to the following topics:

- Personnel management and supervision framework
- Division's safety and practice models
- Leadership in the child welfare system

The Training Bureau developed training content, structure, and tracking mechanisms to support the CPSS training requirements outlined in statute and administrative rule and to promote professional development in areas of practice more pertinent to the supervisory role.

The Training Bureau offers training courses for new CPSS twice within their first year of employment as a CPSS. The 2025 *New CPSS Training* content will support new CPSS through three phases of training over the course of an eighteen-month period.

All new CPSS hired will complete three phases, as outlined in greater detail below, of training in fulfillment of their initial CPSS training requirements within the timeframes listed below:

- Phase I: Will be completed within the first year of CPSS employment hire date.
- Phase II: Will be completed within eighteen months of the Phase I start date.
- Phase III: Will be completed within eighteen months of the Phase I start date.

Phase I: Leadership Academy

Each new CPSS training cohort is required to complete within their first year of hire, Leadership Academy online modules, corresponding debrief sessions, and one week of in-person practice model training, which in total takes approximately six months to complete.

The Leadership Academy modules were developed in conjunction with the UM-CCFWD and consist of four modules of on demand learning through an online platform (eLearn/Moodle) that CPSS complete asynchronously.

The Leadership Academy modules must be completed in full and is supported by a virtually proctored debrief of the content facilitated by the Training Bureau for all cohort participants. The Training Bureau establishes deadlines for completion of each module as part of the annual training plan.

The Training Bureau actively monitors the participants progression toward completion of each module to ensure that the intended schedule is maintained, competencies are achieved, and training requirements are met. Moreover, each module includes several participant activities, and competency checks that directly inform the debrief content and discussion points outside of the standardized outline. The Leadership Academy modules focus on the following pillars:

- Child Welfare Supervision
- Safety Model Facilitation
- Coaching to Permanency Outcomes
- Trauma Informed Leadership Practices

A requirement of Phase I is the Practice Model Facilitation five-day in-person training. This training is facilitated by the Training Bureau and historically covered topics associated with the Safety Assessment Model in application of the Family Functioning Assessment. The training address the following topics:

- Supervision Concepts
- Structure and Resources
- On-boarding of new CPS
- Facilitation of the Family Functioning Assessment
- Case Planning and Management
- Legal Procedures, and Permanence.

Additionally, Virtual Reality (VR) simulation content was incorporated into the Practice Model Facilitation training, with the second cohort of 2024 promoting consultation practice specific to initial contacts, immediate danger identification, and safety determinations. A second virtual reality simulation activity was added to the Practice Model Facilitation for Supervisors training in March of 2025 to promote consultation practice specific to youth engagement, out of home placement, monthly home visiting and assessment of safety, and case planning.

Phase II: Case Review

Phase II new CPSS Training is completed within 18 months of starting Phase I as each phase is approximately 6 months to completion.

This is a six-module *Case Review* training course for CPSS specific to the CFSR provide an overview of case review process utilizing the OSRI tool. CPSS complete both mock and formal case reviews during the training courses. The six-module course is sixty minutes and is facilitated virtually by CQI staff over a six-month period, including asynchronous practice activities in between modules. The modules are as follows:

- Module 1: Intro to Evaluation Measures
- Module 2: Safety Outcomes
- Module 3: Permanency Outcomes
- Module 4: Permanency Outcomes (continued)
- Module 5: Well-Being Outcomes
- Module 6: Wrap Up and OSRI Tool

All onboarding CPSS are required to complete the six-module *Case Review Training* and corresponding practice activities monthly over the course of a six-month timeframe.

Phase III: Consultation Workshops (aka Leadership Labs)

CFSD requires CPSS to complete six “Leadership Labs” facilitated by our Collaborative Safety partners. The six Leadership Labs present lessons on incorporating safety science principles into systemic practices across interactions with peers, staff, families, and community partners in promotion quality information collection and informed decision making. The six Leadership Labs are facilitated monthly on a virtual platform with the timeframe for completion being six months.

For 2025, Leadership Labs was rebranded to “Consultation Workshops”. This was based on formal and informal feedback from CPSS through direct communication with the Training Bureau and surveyed feedback from an April 2023 Supervisors meeting. It was further determined that the Consultation Workshops would be most effective after new CPSS had established an understanding of the CFSR standards explored through *Phase II: Case Review Training*.

With an established understanding of the performance standards and evaluation method, the Consultation Workshops will promote the incorporation of the learned standards into the structured consultation strategies explored throughout the workshops. Thus, Phase II and III of the new CPSS Training were retitled as:

- Phase II: Case Review Training
- Phase III: Consultation Workshops

Phase III: Consultation Workshops follows the same structure as the Leadership Labs, but enhancements to the six-sessions occurred to focus more intentionally on application of trauma informed practices through CPSS consultations with assigned CPS. The sessions focus on the Implementation of a safety culture through Leadership, and Application of Administrative Skills, Coaching Strategies, Accountability, and Trauma Informed Supervisory Support. Each session is approximately ninety minutes in length, the sessions occur monthly over a six-month period which are facilitated by the Training Bureau staff virtually and include asynchronous practice activities for CPSS and their assigned CPS in between sessions.

As a result of the reorganization, the first cohort of Phase III: Consultation Workshops was postponed until July of 2025, and although only one session of workshops will occur during 2025, the Training Bureau is including the 2024 cohort participants to ensure completion of the workshops prior to the conclusion of 2025. Additionally, the 2024 cohorts will still adhere to the intended eighteen-month training period. The following table reflects the training plan for Phase III 2025 Cohort 1.

Table 8: Phase III 2025 Cohort 1 Training Plan as discussed in previous narrative.

Phase III 2025 Cohort	Session I Leadership	Session 2 Leadership	Session 3 Coaching	Session 4 Coaching	Session 5 Administratio n	Session 6 Administratio n
Cohort 1 - Training Dates	July 29	August 26	Sept 23	October 28	November 25	December 16

Ongoing Supervisor Training (Applicable to Child-Facing Positions)

Aside from the initial CPSS training content discussed above, ongoing training opportunities and requirements are offered through a variety of means for CPSS. Supervisory staff participate in the monthly APTs curriculum, and the annual Montana PCAN as described in previous item 26.

Supervisory staff are further encouraged to engage in learning opportunities outside of the Division. Supervisor training received through internal or external mechanisms is attributable to the required twenty hours of annual training in maintenance of the MT CPS Certification if participating in training content relevant to their role.

State Supervisor Meetings

CFSD will host at a minimum two in-person eight-hour mandatory supervisor meetings and four virtual two-hour mandatory supervisor meetings annually with an emphasis on the professional development of CFSD supervisory staff collectively accounting for approximately twenty-four hours of in-service per year.

Supervisor meetings whether virtual or in person have an established agenda targeted at information sharing, skill building, resource awareness, and networking in satisfaction of statutory training obligations, meeting federal outcomes, and continuous quality improvement. Supervisor meeting content provides for adherence to annual trainings topics as outlined in statute and administrative rule and further includes topics associated with cross-system training needs, employee management strategies, practice trends, revisions to legislation or procedure, CFSDs objectives and announcements, and audit or federal review findings.

CFSD Program Supervisors, Administrative Supervisors, Licensing Supervisors and other applicable staff types are also included State Supervisor meeting events on account of CFSD leadership staff in totality.

The following table is a list of Supervisor Meeting Agenda Topics. CFSD will continue to add to this list throughout CFSP SFY25-29.

Table 9: SFY25-29 State Supervisor Meeting Agenda as discussed in previous narrative.

Supervisor Meeting Agenda Topics SFY25-29
2024
Foster Care: Recruitment, Licensure, Collaboration
ADA and Disability Inclusion
HR: Collaboration and Support for
Timesheets, On-call, Corrective Action, FMLA, ADA, etc.
Practice Model Enhancements and Facilitation
Policy & Procedure Review and Training: • Safety Management Plans • Out-of-home Facility Investigation • Family Case Plan • Courtesy Supervision • Prevention Services Agreement • Investigative Determination Timeframes • QRTP & Therapeutic Group Home Placement • Chafee, Youth 14+
Application of New Legislation
Leading towards positive Safety / Permanency / Well-being CFSR Outcomes: • Internal Case Review • Critical Incidents • Systemic Review • Data Driven Training Topics • Fidelity Review Data • CQI Plan: Data Driven Training and Support Topics
Ombudsman: • Collaboration/Data • OMB Findings & Training Recommendations
CAPS/MFSIS – Future CCWIS Training
Trauma Informed Supervision/Resiliency & Wellness
Low Impact Debriefing
Crisis Response EAP/Local Resource
Emergency Action Workplace Planning
RMTS – Training, Data, & Tracking
QIC-EY: Youth Engagement, Supervisor Coaching, Program Model, & Systemic Capacity Building
Stakeholder Cross Training: • OPD: Response to new legislation, infrastructure, collaboration/communication • DCI: Sex Trafficking, MT data, Cross-Reporting, Collaboration • OLA: Support team, Inv (SUB) Determinations & Fair Hearings
CFSD Professional Employee Development: • MCAN Week 4 Expansion • CPS Training Manual • Employee Training Tracker /CPS Certification Achievement & Monitoring • New CPSS Training Content Expansion
2025
CFSD Infrastructure: • Child Specific Recruitment FTE • American Indian CFS Specialist
Future CCWIS Training
Legislative Updates – Current Session

Ombudsman:
• Collaboration/Data • OMB Findings & Training Recommendations
Systemic Review Findings
Employee Wellness Programming
CFSR/Case Review: Training QA/Data
Child-Facing Staff Training & Tracking
Ethics for Managers
Tribal Health Disparities
HR: Corrective Action
HR: Coaching Performance Outcomes
QIC-EY Engaging Youth in Permanency Outcomes
QIC-EY Foster Youth Orientation

DPHHS Human Resource Trainings – LEAD

Moreover, CFSD Supervisors, program management and child facing management alike, have access to monthly virtual and on-demand trainings presented by DPHHS Human Resources, specific to personnel management strategies such as goal setting, coaching and corrective action, Americans with Disabilities Act, and Family Medical Leave Act entitled LEAD Webinars.

LEAD webinars are offered once per month, virtually and content runs sixty minutes in length potentially accounting for twelve hours of approved training per year. LEAD webinars are only offered and accessible to employees in Supervisory positions across CFSD. LEAD webinars are facilitated live but recorded and stored on the LMS for on-demand learning opportunities.

DPHHS has further developed a LinkedIn Learning catalog that provides free access to a vast number of on demand learning opportunities complimentary of professional skill development, cultural sensitivity, inclusion, coaching to success, critical thinking, wellness, public speaking, interviewing, group facilitation, remote supervision, and more.

LEAD webinar attendance and the use of the DPHHS LinkedIn Catalog are voluntary, albeit highly encouraged.

The following topics listed in the table below are available through LEAD webinars. CFSD will continue to update the table throughout CFSP SFY25-29.

Table 10: SFY25-29 LEAD Webinar Topics as discussed in previous narrative.

LEAD Webinars SFY25-29
Incident Reporting: Worker's Compensation
<i>Setting Up Employees for Success</i>
Leveraging Learning Resources
HR/Management Relationship
Managing Employee FMLA
Time Management Strategies
Labor Relations- Understanding Unions and Collective Bargaining Agreements
Measuring Milestones: Goal Setting Essentials
Cultivating a Positive Workplace Culture
State Discipline Handling Guide
Delivering Performance Feedback

In account of the enhancements and on-going development of the CFSD Supervisor training content and structure, the Training Bureau will be working to finalize Supervisor specific training manuals and field guides over the course of 2025-2026.

TRACKING, MONITORING AND EVALUATING TRAININGS

The Training Bureau and CPSS work in tandem to monitor pre-MCAN content completion, CPS Training Manual progression, completion of MCAN training requirements, and achievement of the CPS certification within the CPS first year of hire.

The Training Bureau staff utilize access to a learning management system Canvas, as of 2025, for real time viewing of training activity, progression through applicable training modules, and successful completion of the training requirements inclusive of CPS Certification.

The Training Bureau confirms completion status prior to each session of each phase of pre-MCAN/MCAN training to ensure participants have successfully completed the pre-requisite training requirements before moving on to the next phase of the training. The Training Bureau tracks MCAN participant course completion in real time through their facilitation of the MCAN curricula and monitor the successful completion of the competency exams through their “teacher” permissions and completion report generation in the learning management system. The Training Bureau collects, inputs, and manages the following data tracking elements into the **Training Bureau CPS Pre-MCAN, MCAN, Certification Tracker** spreadsheet:

- New Hire Name
- Hire Date
- Pre-MCAN Training Topic – *Each module’s column is marked with an “X” to designate its completion.*
- Pre-MCAN Completion Date
- Week 1-4 CPS Certification Exams
- Childhood Trauma Exam
- CPS Certification Completion Date

This spreadsheet accounts for all five MCAN cohorts planned for each calendar year and has an additional tab to summarize whether new hires completed all the elements of the required onboarding training, and if necessary, describe in detail why certification was not achieved.

Completion of the SETs are tracked by the Training Bureau through facilitation of the training and corresponding attendance records obtained through the virtual platform. Like the tracking of the pre-MCAN/MCAN training, the Training Bureau confirms completion status of each SET module to ensure participants have successfully completed the training requirements by collecting and inputting the flowing data tracking elements into the **Training Bureau Completed SETs CPS Tracker** excel spreadsheet:

- Region
- CPS Name and CPSS Name
- Hire Date
- MCAN Start Date
- Welcome Call Date
- Each SET Module Topic - *Each module’s column is dated to designate the CPS successful completion.*

Much like the **Training Bureau CPS Pre-MCAN, MCAN, Certification Tracker** spreadsheet previously noted for CPS onboarding, the Training Bureau tracks CPSS initial onboarding training through their **Training Bureau CPSS Phase I-III Initial Onboarding Training Tracker** spreadsheet through their first year of hire as a CPSS. This spreadsheet manages the following data tracking elements:

- CPSS Name
- Hire Date
- Phase I
 - Start and End Dates
 - All Applicable Modules Separately
- Phase II
 - Start and End Dates
 - All Applicable Sessions Separately
- Phase III
 - Start and End Dates
 - All Applicable Sessions Separately

Phase I: Leadership Academy modules are accessed in the LMS Canvas hosted by the UM-CCFWD. Training Bureau staff have “teacher” privileges in Canvas to monitor real time training progression and accomplishments to ensure that each of the four modules is completed as intended. The Training Bureau utilizes access to the LMS to not only monitor the training progression and accomplishments of each participant but to ensure quality assurance, compliance, and adherence to the training schedule and/or intended timeframes for completion as well. The Training Bureau staff facilitate virtual debrief sessions associated with each of the four Leadership Academy modules once the entire cohort has completed the module.

Phase II: Case Review Training is tracked in partnership with the CQI Bureau who facilitates and tracks the participation and completion of the required training for Phase II. The Training Bureau provides the CQI training facilitator with each new CPSS Training roster as it develops, with names, location, and intended start dates as well as an indication of when the cohort has completed Phase I and is ready to receive confirmation from the CQI unit regarding their Phase II: Case Review Training structure and schedule. The CQI training facilitator maintains an excel spreadsheet identifying each cohort by the participant’s name and work location. The spreadsheet further identifies the six-sessions and as the cohort completes each session the CQI unit records the cohort’s completion date into the spreadsheet. The spreadsheet is shared with the Training Bureau as needed for progress updates and when the cohort has completed the training in totality. The data from the CQI spreadsheet is then input into the **Training Bureau CPSS Phase I-III Initial Onboarding Training Tracker**. The CQI training facilitator, the Training Bureau, and each participant’s supervisor communicate as needed regarding concerns for participation, communication, comprehension, or compliance. The CQI training facilitator will notify the Training Bureau upon closure with each cohort and the Training Bureau will resume communication with group to coordinate participation in Phase III of their new Supervisor Training.

Phase III: Consultation Workshops will be tracked through similar mechanisms with the Training Bureau recording completion of each of the six-workshops into the **Training Bureau CPSS Phase I-III Initial Onboarding Training Tracker** as they occur for each individual participant and every cohort.

The Training Bureau will correspond with RAs via phone or email regarding concerns for participation, communication, comprehension, or compliance. The Training Bureau will more positively send correspondence to CPSS and their direct Supervisor via email when the CPSS has completed all three phases of their new CPSS Training.

At any point a new CPSS may deviate from the intended training plan and progression, documentation is made on the **Training Bureau CPSS Phase I-III Initial Onboarding Training Tracker** detailing the circumstance (i.e. resignations, medical leave, non-compliance and any other pertinent detail) in addition to identifying the training component that was delayed or incomplete.

As of April 1, 2023, all training completed by CFSD child-facing staff is to be documented in the **CFSD Employee Training Tracking** form, which is housed on a Microsoft form platform online, and accessible to all staff. CFSD is required to collect and store this information, and its employees are responsible for submitting their training information by entering it into the form. The Training Bureau is responsible for tracking all initial training required for CPS and CPSS through their first year of hire.

- Once CPS has completed their initial training requirements of training hours and corresponding courses that are being tracked through the **Training Bureau CPS Pre-MCAN, MCAN, Certification Tracker** and the **Completed SETs CPS Tracker**, the Training Bureau verifies and approves the information and then inputs the applicable information into the **CFSD Employee Training Tracker**.
- Once the CPSS has completed their initial training requirements being tracked through the **Training Bureau CPSS Phase I-III Initial Onboarding Training Tracker**, the Training Bureau verifies and approves the information and then inputs the applicable information into the **CFSD Employee Training Tracker**.

After CPS and CPSS initial onboarding training is complete, they are then responsible for recording their annual training hours into the **CFSD Employee Training Tracker**, and the Training Bureau quality assurance process is to verify the completion and eligibility of training manually entered that applies towards certification, or recertification, for applicable staff. The tracker records the employees name, employee Identification number, the name and date of the training they attended, the number of training hours they accumulated, and any additional information they have pertinent to training topic may be uploaded inclusive of agendas, completion certificates, or course descriptions. CFSD staff can upload supplemental documents to justify how external training endeavors meet criteria in contribution to their annual training requirements. Annual training requirements for child-facing staff types are formally tracked by Training Bureau staff on an annual calendar unlike the initial staff training requirements that are tracked through a twelve-month period initiated by the hire date of the applicable CPS or CPSS employee. The tracker data exports to an excel spreadsheet that can be utilized to sort and distribute data specifically by region, position type, year, and name.

The Training Bureau shares the recorded training data individually upon request or twice a year with RAs for assistance in tracking the training requirements and prompting for compliance by years end.

Additionally, CPS and CPSS are further encouraged to maintain a personal training record as well to allow supervisory staff to assist in management of annual training requirements. The Training Bureau has provided staff with an Excel spreadsheet to be utilized as a personal training record meeting the necessitated standards of reporting inclusive of identifying information for the employee, training topic, and hours.

The **CFSD Employee Training Tracker** does accomplish the goals of recording and maintaining entered training data, the constant accumulation of data for an average of 250 child-facing staff is considerable. Excel provides a great deal of functionality in terms of organizing the data; however, the data from the spreadsheet then requires a cross reference with organizational charts representing active child-facing staff to generate an accurate depiction of the state of compliance amidst annual certification requirements. This cross-reference is essentially an individualized data pull for each child-facing staff member and thus not an easily accessed audit. The Training Bureau is encouraging the use of individualized training records as some success has been found in having staff upload their annual training record accounting for all the required twenty hours of training into the tracking system rather than individualized training event entries. Cross referencing an employees compiled hours on an annual basis could result in increased efficiencies for CPSS, RAs, and Training Bureau staff when verifying maintenance of the child-facing staff CPS Certification.

Per Human Resources directive all employee training records are intended to be stored for ten years post resignation or termination.

The Training Bureau is working to analyze the training data in determination of compliance rates associated with successful achievement of an annual re-certification and/or annual maintenance of the MT CPS Certification for all child-facing staff types. Despite having the necessitated data accumulated, such determination is inconclusive at this time.

The Training Bureau does have the capacity to conduct both routine or ad-hoc compliance checks regarding the initial MT CPS Certification status for active child-facing staff types (CPS, CPSS, CWMs, and RAs). The most recent compliance check was conducted at the close of 2024 of staff employed in child-facing staff types since the implementation of the MT CPS Certification. Through reporting features in the LMS, the Training Bureau is able to readily identify the applicable staff that are both in adherence to the initial certification standards and/or those with outstanding certification requirements. The LMS reporting features further assists the Training Bureau to identify the specific requirements of the MT Certification that have or have not been completed for any particular staff in real time. Due to the alignment of the initial MT CPS Certification process and the Training Bureau's tracking of the new CPS, first year training requirements, the percentage of child-facing staff not achieving their initial MT CPS Certification is extremely low and due to resignation or termination of employment.

At minimum, the Training Bureau intends to conduct annual compliance checks to affirm that all applicable staff have successfully and timely achieved the initial MT CPS Certification. The Training Bureau is actively working in partnership with internal resources such as the CFSD CQI unit and the CFSD Technology Operations Bureau to increase capacity and accessibility in analyzing the annual renewal rates of the child-facing staff's in adherence to the annual training requirements in maintenance of the MT CPS Certification through the second and subsequent years of child-facing staff type employment.

Moreover, CFSD is under contract to implement a new CCWIS system over the course of the next five years. CFSD will be exploring improved strategies to collect, analyze, and report training compliance data with the identified vendor.

Aside from the tracking of initial child-facing staff training and annual training requirements, the Training Bureau tracks the training opportunities that were offered to CFSD staff internally each year by topic, the intended audience, and the number of hours associated with content delivery. By way of tracking the training opportunities offered to CPS and CPSS staff alike, the training Bureau can evaluate the quality and amount of training opportunities being afforded to staff in provision of the highest degree of equity, accessibility and content. Through these tracking methods, the Training Bureau has the ability to cross reference the training events with attendance records to estimate compliance with the MT CPS Certification or other legally mandated training requirements outside of what is self-reported by child-facing staff in the **CFSD Employee Training Tracker**.

The CFSD Employee Training Tracker has more than 2500 entries in justification of completed annual training requirements for approximately 250 child-facing staff. Despite having accumulated data, the spreadsheet requires reconciling, and the data requires analysis through a cross reference of the CFSD organization chart, a hand count of everyone's recorded hours, and additional report creation to organize the personnel based on compliance across calendar years. Currently, the data is inclusive due to capacity limitations in the Training Bureau. The Training Bureau has prioritized this data element for 2025.

The Training Bureau in partnership with the UM-CCFWD, has historically utilized a formal post-training survey tool in evaluation of MCAN. CFSD and UM-CCFWD will continue to utilize the MCAN Training Post Evaluation. Training requirements inclusive of shadowing activities will also continue to be tracked through the *Post-MCAN Training Evaluation* surveys.

AT A GLANCE TRAINING OVERVIEW

CFSD Management and the Training Bureau offer CPS nearly forty hours, and CPSS upwards fifty hours, of mandatory training and instruction, which is twice the number of training hours needed to maintain the MT CPS Certification. Although mandatory events do not equate to 100% attendance rates, the majority of targeted CPS and CPSS do attend the identified events consistently.

The following tables are listed as training opportunities, how often they are offered, and the total hours associated with the training.

At a Glance - Initial CPSS Training (New Hire Onboarding)

Table 11: At a Glance Initial CPSS Training (New Hire Onboarding) as discussed in previous narrative.

TRAINING/CONFERENCE TITLE	Offered Times Per Month or Year	Hours Per Session/Module, if applicable	Total Hours
Phase I: Leadership Academy - includes four modules and in-person training	2 Cohorts a Year	4 hours per module 8 hours per day in-person training	46
Phase II: Case Review – includes six sessions	2 Cohorts a Year	90-minute sessions	9
Phase III: Consultation Workshops – includes six sessions	2 Cohorts a Year	90-minute sessions 4 hours of mock case review	12

At a Glance - Ongoing CPSS Training

Table 12: At a Glance Ongoing CPSS Training as discussed in previous narrative.

TRAINING/CONFERENCE TITLE	Offered Times Per Month or Year	Hours Per Session/Module, if applicable	Total Hours
STATE SUPERVISORS MTG (virtual)	4 times a year	2 hours	8
STATE SUPERVISOR MTGS	2 times a year	8 hours	16
REGIONAL LEADERSHIP MTGS	12 times a year (monthly)	1 +/- hours	12 +/-
LEAD WEBINARS	12 times a year (monthly)	1 hour per module	12
QIC Supervisory Coaching Model - Engaging youth in permanency (Regions 1, 2, and 4).	2 times a year	8 hours	16
COLLABORATIVE SAFETY LEADERSHIP LABS	1 time a month for six months	1.5 hours	9

At a Glance - Initial CPS Training (New Hire Onboarding) – CPS Certification

Table 13: At a Glance Initial CPS Training (New Hire Onboarding) – CPS Certification as discussed in previous narrative.

TRAINING/CONFERENCE TITLE <i>Required for MT CPS Certification</i>	Offered Times Per Month or Year	Hours Per Session/Module, <i>if applicable</i>	Total Hours
Pre-MCAN – <i>includes eight modules</i>	5 Cohorts a Year	2 hours per module	38
MCAN Week 1	5 Cohorts a Year	daily sessions	32
MCAN Week 2	5 Cohorts a Year	daily sessions	32
MCAN Week 3	5 Cohorts a Year	daily sessions	32
MCAN Week 4	5 Cohorts a Year	daily sessions	32

Table 14: At a Glance SET Training as discussed in previous narrative.

TRAINING/CONFERENCE TITLE <i>Not required for MT CPS Certification</i>	Offered Times Per Month or Year	Hours Per Session/Module, <i>if applicable</i>	Total Hours
Skill Enhancement Training (SETs) – <i>includes eight modules</i>	5 Cohorts a Year	Varies between 1-3 hours per module	18

At a Glance - Ongoing CPS Training

Table 15: At a Glance Ongoing CPS Training as discussed in previous narrative.

TRAINING/CONFERENCE TITLE	Offered Times Per Month or Year	Hours Per Session/Module, <i>if applicable</i>	Total Hours
QIC Workforce Training - <i>Engaging youth in permanency (Regions 1, 2, and 4).</i>	3 times a year	4-hour sessions	4
QIC Program Model - <i>Youth Orientation Training (Reg 1, 2, and 4)</i>	6 times a year	4-hour sessions	4
Advanced Practice Trainings (APT's)	12 times a year	2-hour sessions	24 +/-
Safety Science Trainings	4 times a year	2 day in-person	10
Forensic Interview Training	3 times a year	4 day in-person	32

At a Glance - Initial and Ongoing Training Opportunities for All CFSD Staff

Table 16: At a Glance All Staff Initial and Ongoing Training Opportunities as discussed in previous narrative.

TRAINING/CONFERENCE TITLE	Offered Times Per Month or Year	Hours Per Session/Module, <i>if applicable</i>	Total Hours
Pre-MCAN – <i>includes eight modules</i>	5 Cohorts a Year	2-hour per module	20
CFSD Division Administrator Regional On-Site Visits - <i>Legislative Updates</i>	7 times a year (1 per region/hub)	2 hours per regional visit	2
Ethics Training	3 times a year	2-hour sessions	2
PCAN Conference	1 time a year	6.5 hours per day	13
Regional All Staff Meetings	4 times a year	2-hour sessions	8
Local Office All Staff Meetings	12 times a year	1-hour sessions	12
Advanced Practice Trainings (APT's)	12 times a year	2-hour sessions	24 +/-
Abbreviated MCAN	3 times a year	8-hour sessions	16
Wellness	12 times a year	1-hour sessions	12
CAPS/MFSIS Training	On demand	2-hour sessions	2 +/-
HIPPA/PHI	On demand	2-hour sessions	2 +/-
Bloodborne Pathogens	On demand	1-hour sessions	1 +/-
Cyber Security	On demand	2-hour sessions	2 +/-
DOJ PCX/Background Check – <i>Licensing Staff, CPS, CPSS, CWMs, and RAs</i>	On demand	2-hour sessions	2 +/-

TRAINING TABLES INCLUDING ALLOCATED FUNDING AND FUNCTIONS

The following 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

Table 17: Initial Training Plan Titles, Course Descriptions, Frequency, Audience, and IV-E Functions as discussed in previous narrative.

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	See MCAN description under Child Facing Staff Certification	CFSD Central Office	CFSD Training Bureau staff, UM Workforce Development staff, Attorney General	128 hours/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) Funding Source: Title IV-E & General Fund Contract with UM-CCFWD	See Pre- MCAN description under Child Facing Staff Certification	On Demand	CFSD Training Bureau Staff (Bureau Chief, Training Development Supervisor, Training Development Specialist)	Asynchronous Open/Continuous Enrollment	New CPS, CIS, SST, and RFS	Case plan documentation, case review, case management. ethics, child development, cultural competency
Skill Enhancement Training (SETs) Funding Source: Title IV-E, General Fund	See SETs description under Child Facing Staff Certification	Virtual	CFSD Training Bureau Staff (Bureau Chief, Training Development Supervisor and Specialist, MT Ombudsman, Law Enforcement, Children's Alliance)	20 hours 3 times per year	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
New CPSS Supervisor Training Funding Source: Title IV-E, General Fund	See course descriptions under Supervisor Training	On-line , virtual, and In- Person	Training Bureau Staff (Bureau Chief, Training Development Supervisor, Training Development Specialist)	70 hours 2 times per year	New CPS Supervisors	Leaderships 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, Practice model facilitation, Federal Case Review, and Consultation strategies. As needs of the workforce change the sessions can be modified.

Table 18: Initial Training Plan Funding Allocation as discussed in previous narrative.

Initial Training	
SFY 25-29 Projected Cost	\$2,150,000.00 - This is projected by expenses from the FFY24 which was approximately \$350,000.00.
SFY25 Projected Cost	\$350,000.00
Cost Allocation Methodology	CFSD claims Title IV-E allowable training cost at 75% federal funds and 25% general funds for: - CFSD employees expenses as follows: - o Travel Reimbursement (Meal, Lodging, and Travel Per-Diem) - o Hosting Cost (location) - Training Development with UM-WTC

Ongoing In-Service Training Plan

Table 19: Ongoing In-Service Training Plan Titles, Course Descriptions, Frequency, Audience, and IV-E Functions as discussed in previous narrative.

COURSE TITLE	COURSE DESCRIPTION	SETTING (VENUE)	PROPOSED PROVIDER	APPROX TIME & FREQUENCY	AUDIENCE	TITLE IV-E ADMINISTRATIVE FUNCTIONS
Advanced Practice Training	See APTs description under Child Facing Staff Certification	Webex (Online)	CFSD Staff and guest presenters	12/2-hour sessions One Topic is trained each month.	CFSD staff can attend to acquire their 20 hours of annual raining.	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: FFY21-FFY25 American Rescue Plan Act	See course description under Forensic Interview section	Montana DOJ, POST Academy, Helena	Department of Justice and contracted presenter	5 days/32 hours Two-Three times per year	CFSD staff, Tribal staff, Law Enforcement	Ethical and Semi-Cognitive Interview of children & Adolescents in assessment of safety/removal and/or case planning, service delivery and case management
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 Funding Source: CAPTA Grant	See course descriptions under Supervisor Training/State Supervisor Meetings	Virtually & Conference center	CFSD staff and guest speakers	24 hours Annually	CFSD supervisory staff and Management Team	Case management, case review, case documentation, coaching and mentoring
Cultural Competency	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

Table 20: Ongoing In-Service Training Plan Funding Allocation as discussed in previous narrative.

Ongoing In-Service Training	
SFY25-29 Projected Cost	\$1,125,000.00
Annual Projected Cost	These cost are not individually distinguishable in our accounting system; however, based on the number of hours of training of IV-E allowable activities and the number of individuals taking the training in SFY24 it is estimated that CFSD spends approximately \$225,000.00 a year on ongoing training for all CFSD staff as outlined in the table above.
Cost Allocation Methodology	CFSD uses the federally approved random moment in time study cost allocation methodology to capture IV-E allowable training activities which is allocated through the DPHHS cost allocation plan to applicable federal funding. CFSD uses the CAPTA funding which is reported on in the CAPTA State Grant Budget Plan and Projected Grant Award in the annual APSR.

Foster and Adoptive Parent Training

Table 21: Foster and Adoptive Parent Training Plan Titles, Course Descriptions, Frequency, Audience, and IV-E Functions as discussed in previous narrative.

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

Table 22: Foster and Adoptive Parent Training Plan Funding Allocation as discussed in previous narrative.

Foster and Adoptive Parent Training	
SFY25-29 Projected Cost	\$3,000.00
SFY25 Projected Cost	\$525.00
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. As discussed throughout the CFSP and annual APSRs, this training is now being offered virtually, which has in turn cut expense cost down significantly without impacting the efficiency of the training.

Conferences

Table 23: Conference Titles, Course Descriptions, Frequency, Audience, and IV-E Functions as discussed in previous narrative.

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 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, CHAFEE, tribal partners, 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

Table 24: Conference Training Plan Funding Allocation as discussed in previous narrative.

Conferences	
Estimated Cost	\$550,000.00
SFY25 Projected	\$110,000.00
Cost Allocation Methodology	CFSD uses the CAPTA funding to offset cost which is reported on in the CAPTA State Grant Budget Plan and Projected Grant Award in the annual APSR.

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

Table 25: Long-Term Training Plan Titles, Course Descriptions, Frequency, Audience, and IV-E Functions as discussed in previous narrative.

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 Program, Bachelor of Social Work (SKC sub-contracts with Walla-Walla University to provide SKC students access to an accredited MSW program). Funding Source: IV-E	The BSW and MSW curriculums emphasize identification as a professional social worker, 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.	BSW/SKC campus MSW/Walla Walla University Campus	SKC program faculty Walla Walla University Program faculty	BSW students typically take the stipend for 6 quarters MSW students typically take the stipend for between 4-8 quarters Annually/Long-Term	BSW students accepted into the program commit to employment in the Child Welfare System MSW students accepted into the program commit to employment in the Child Welfare System.	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, referral to services, ethics
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Table 26: Long-term Training Plan Funding Allocation as discussed in previous narrative.

Long-term Training for Persons Employed by or Preparing for Employment	
SFY25-29 Projected Cost	\$1,600,000.00
SFY25 Projected Cost	\$400,000.00
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.

Training Materials

Table 27: Training Materials Descriptions, Frequency, Audience, and IV-E Functions as discussed in previous narrative.

COURSE TITLE	COURSE DESCRIPTION	SETTING (VENUE)	PROPOSED PROVIDER	APPROX TIME & FREQUENCY	AUDIENCE	TITLE IV-E ADMINISTRATIVE FUNCTIONS
Printed Resource Materials Funding Source: CAPTA 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 Initial Contacts and Intervention" 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

Table 28: Training Materials Funding Allocation as discussed in previous narrative.

Training Materials	
SFY25-29 Projected Expenses	\$50,000.00
SFY25 Projected Expenses	\$10,000.00
Cost Allocation Methodology	CFSD uses the CAPTA funding which is reported on in the CAPTA State Grant Budget Plan and Projected Grant Award in the annual APSR.

PROJECTED FUTURE CURRICULUM CHANGES

CFSD partnered with Spaulding for Children and the Children’s Bureau on the Quality Improvement Center Authentic Engagement of Youth in Permanency Planning (QIC-EY) project. This project will dissolve at the conclusion of 2026.

Training Bureau staff and QIC-EY partners are working diligently to finalize integration plans to incorporate project components into training curriculum and field practice for CFSD staff. MCAN, SETs, APTs and Supervisor training content will likely be impacted by the addition of the QIC-EY youth engagement workforce training modules, and supervisor coaching modules in coming years.

Table 29: Workforce Training Modules Incorporated into Future CFSD Trainings as discussed in previous narrative.

Workforce Training Modules to be Incorporated into MCAN, SETs, and APTs Trainings
Benefits of Engaging Children and Youth: Define authentic engagement and the key principles to this type of engagement. Learn the short- and long-term benefits of engagement for children and youth and the child welfare system. Recognize how children and youth engagement can assist in finding cultural, legal and relational permanence for children and youth. Understand the importance of believing children and youth should contribute, be invited to the table and feel included and heard.
Art of Engaging Children and Youth: Learn strategies that build rapport and communicate to children and youth that they matter. Learn ways to keep the child and youth at the center of the work and authentically engaged. Understand the need to build relationships, develop transformational relationships and to assist the child and youth to develop a circle of support with community, extended family and other supportive adults. Learn how to develop trusting relationships while recognizing the transitional nature of child welfare.
Permanency Planning and Engagement: Ensure that children and youth understand the different types of permanency (legal, relational and cultural) and how they connect to each other. Explore strategies to help children and youth use their voice in permanency planning and how to engage children and youth to help overcome barriers to permanency. Recognize how the engagement of children and youth in permanency planning benefits everyone involved. Understand the importance of integrating and maintaining on-going connections to significant people including siblings.
Prepare and Inform Children and Youth of Transitions: Identify the impact any and all transitions have on children and youth; learn the importance of providing children and youth with accurate information about upcoming transitions and details about their life; learn strategies to proactively prepare children and youth for transitions with an intent to lessen some of the trauma brought on by transitions (change in placements, change in schools, change in workers etc.); learn strategies to ensure children and youth have full understanding of what to expect next and how their voice and engagement can be included before and during transitions that take place.
Trauma’s Impact on Children and Youth Engagement: Understand and respond to the impact of traumatic experiences that may have happened prior to entry in the child welfare system. Recognize that the impact of trauma, separation and loss of birth parents and family may have lifelong implications for the child and youth and their ability to trust. Acknowledge that the experience of trauma is not limited to the child’s circumstances that led to their entering foster care but how the child welfare system can potentially trigger a child’s experience of trauma and even retraumatize a child. Understand how this affects a child’s ability to engage and interact in a trusting way with others.
Youth-Adult Partnership and Shared Decision Making: Understand how to build and expand youth-adult partnership and shared decision-making. Recognize and address power imbalances and promote shared ownership, compromising and collaborating; learn the key tenets of partnering with children and youth to identify creative solutions that incorporate child and youth voice. Thinking outside the box and asking, “how can we make what they want work?” rather than deciding that something cannot work.
Having Difficult and Sensitive Conversations: Acknowledge the difficult and sensitive conversations that need to take place with children and youth; learn strategies to prepare for having difficult conversations; learn strategies to engage in these conversations and to talk openly and honestly with children and youth about difficult and sensitive topics such as their birth history, the circumstance that led to their removal, permanency, sexuality, birth control, mental health diagnosis; learn strategies to be a proactive, intentional truth teller, even when the information is difficult for the child or youth to hear and/or the decision is not going in their preferred direction.
Interpersonal and Communication Skills: Identify different types of communication skills and how these can be applied to encourage authentic engagement; learn techniques to form connections and establish trusting relationships with children and youth such as active listening, being present, providing empathy and validation; identify verbal and nonverbal communication and how they affect engagement of children and youth; develop strategies to assist in having clear, prompt, open, honest and respectful conversations with children and youth.

Supporting Youth Voice: Learn how to ensure children and youth have a voice at the table and how to empower and engage children and youth in planning and decisions made about their life. Facilitate youth-driven, family-centered team decision making, work with children and youth to identify people they want in their circle of support. Motivate and engage children and youth and identify where they, can and should have a voice and take steps to ensure this takes place. Teach children and youth to speak up for themselves and express their needs and ideas. Recognize how empowering children and youth in making decisions increases their self-esteem and provides critical skills they will need in the future. Identify key skills children and youth need to advocate for themselves.

Characteristics that are Important to Authentically Connect with Children and Youth: Learn the workforce competencies and characteristics found in literature review done by QIC-EY that are needed for s workers' successful engagement of children and youth in service planning and engagement activities. Assess worker's own competencies and characteristics and understand the importance for workforce to possess certain characteristics (committed, dependable, consistent, strength focused, flexible, self-aware, etc.) to be able to meaningfully connect with children and youth. Learn how these characteristics can be developed and strengthened.

Table 30: Workforce Training Modules Incorporated into Future CPSS CFSD Trainings as discussed in previous narrative.

Workforce Training Modules to be Incorporated into CPSS Training
Coaching 101
Coaching to Engage Children and Youth in Permanency Conversations
Coaching Skill Building – Trauma's Impact on Child and Youth Engagement
Coaching for Finding Creative Solutions and Looking for the Yes