

2020 Child and Family Services Plan

7. Training Program

iv. Description of Initial In-Service Training Program

► *A description of the initial in-service training program for new or re-assigned employees.*

Training provided to new child welfare workers to ensure competencies identified.

The Texas CPS training strategy (including the major stages of service: Investigations, Family Based Safety Services, and Conservatorship, as well as their subparts) is designed to equip caseworkers and supervisors with the tools and knowledge they need to "protect the unprotected." The comprehensive Child Protective Services/Child Protective Investigations (CPS/CPI) training program provides staff with values and skills necessary for their roles at each stage of their CPS/CPI career. The training strategy is based on specific caseworker and supervisor competencies developed by CPS/CPI Program. The training program includes New Employee Development, Continuing Education for Tenured Caseworkers and Supervisors and Leadership Development. The DFPS training division continues to expand its offerings of classroom, blended and online courses for both caseworkers, supervisors and all DFPS frontline staff.

The continuous learning model is fully implemented as of January 2016 and adapted to be responsive to training gaps identified by stakeholders and participants. Ongoing modifications to improve and enhance the CPS Professional Development model will continue to ensure the training needs of staff are met. The model incorporates increased accountability to measure the transfer of learning that is occurring throughout the training program regarding classroom and online components. Although assessing knowledge transfer of experiential learning is viewed as challenging, the Center for Learning and Organizational Excellence or CLOE has incorporated standardized online assessments and activities to improve accountability in this area and CPS/CPI Programs have implemented a Competency Evaluation for assessing worker readiness for case assignability.

CPS Professional Development Model

The CPS Professional Development model includes three field training components, classroom components and continuous learning via classroom and online courses. Content was restructured and activities were incorporated based on competencies, a mentor program and Individualized Training Plans, supported by a virtual learning environment for improved accountability for field training components. The overall training period has been formally extended to promote a continuous learning environment for the first nine months of new CPS/CPI caseworker's career.

All curricula are maintained and updated as practice and policy change, with no less than annual formal revisions. Online specialty tracks for all CPS/CPI stages of service have been created and allow for job specific tasks to be addressed that complement the core competencies taught in CPS Professional Development.

"Knowing Who You Are" is offered during CPS Professional Development to all new CPS/CPI caseworkers in order to promote cultural awareness and mitigate the impact of disproportionality of African-American and Native American children in the Texas child welfare system. This course is part of an overall disproportionality effort to address the effects of cultural biases in removal and permanency decisions. The training lasts two days. The new employee will receive Knowing Who You Are training during the continuous learning phase of training, within the first nine months.

"Trauma Informed Practice" is offered during CPS Professional Development to all new caseworkers and supervisors in order to promote a trauma informed child welfare agency. In addition, staff complete an online web-based Trauma Informed Care Refresher course annually. This course information is also available on the DFPS Public website for use by external stakeholders.

Human Trafficking

The Human Trafficking and Child Exploitation (HTCE) Division provides training and resources to DFPS staff and fosters relationships in communities to expand and enhance services for victims of human trafficking. The Human Trafficking and CLOE divisions collaborated to release the DFPS Human Trafficking Training featuring “Be the One”. The training is required by all DFPS employees.

Other projects include training of the Commercial Sexual Exploitation-Identification Tool (or CSE-IT) to Special Investigators and CPS (conservatorship stage) Program Directors and Supervisors. CLOE will continue to support all Human Trafficking initiatives.

Community Based Care

Senate Bill 11 from the 85th Legislative Session directs CPS to create a “community-based care” model in which CPS contracts with a non-profit or governmental entity which will oversee the placement and services to children in DFPS conservatorship (including children and youth in paid foster care and kinship care), work with their families, as well as manage the adoptions and kinship placements for these children. CLOE works in collaboration with program and community partners, Single Source Continuum Contractors (SSCC), in developing and delivering training for both DFPS and SSCC staff.

FBSS Pilot

Senate Bill 11 from the 85th Legislative Session directs CPS to pilot case management of FBSS services by a Family Services Contractor. CLOE works in collaboration with program and community partners, Family Services Contractor (FSC), in developing and delivering training for both DFPS and FSC staff.

Quality Assurance

All CPS/CPI training curriculums and web based trainings are reviewed and approved by CPS/CPI State Office program staff. These trainings meet DFPS accessibility standards and are ADA compliant. Online training is reviewed for functionality and best practices and tested against accessibility, usability and network/server performance standards. When online training is deployed, CLOE monitors training completion and updates stakeholders with compliance rates. For newly developed classroom training, CLOE hosts Table Top reviews of the training for stakeholders and or State Office program staff, prior to the training being deployed to staff, to ensure quality of curriculum, content, and delivery.

Field Training Supervisors monitor newly hired staff completion of assessments and tasks included their basic skills development program. These participants and their supervisors are prompted to attend to incomplete assignments in near real time to ensure timely completion of requirements.

Academy Managers monitor and assess the delivery of training on a quarterly basis with each trainer. Results are shared with trainers and CLOE management. These results are used to coach and support training delivery and make improvements to ongoing trainings as needed.

The Quality Assurance specialist analyzes end of course evaluations and creates reports about overall course and instructor quality. Quality scores created from these reports are monitored for compliance within quality standards. Scores below quality standards trigger additional analysis designed to uncover the cause of the poor scores. The Development Manager and Curriculum developers are enlisted in improving any curriculum that is below quality standards. Academy Managers are enlisted in improving instructor performance whenever instructor scores are below standard.

Additional Trainings

During the course of the fiscal year, program areas work collaboratively with the CLOE in identifying and developing new training initiatives. Primarily, new initiatives arise as a result of legislative mandates and/or a need to improve casework practice. Together, determination is made as to which trainings will be developed internally or externally. If a decision is made to contract for the purchase of training or curriculum development, DFPS enters into the procurement process to obtain and negotiate an

appropriate contract for the service. CLOE relies on program to develop appropriate training initiatives and uses a training workgroup for the process. Workgroup members include members of DFPS, CPS/CPI subject matter experts and CPS/CPI Statewide Training Council representatives. The Statewide Training Council is a collection of program staff statewide with varying levels of education and DFPS expertise.

HHSC continues to provide Basic Skill Development training for DFPS Child Care Investigation (CCI) caseworkers and supervisors. HHSC and DFPS continue to work together on future plans for DFPS CCI staff training. CLOE has developed and delivered Abuse and Neglect definition training for DFPS CCI staff in August 2018. CLOE is currently working on DFPS CCI Child Sexual Aggression online training to meet CCI training needs.

Basic Skills Development for Statewide Intake Specialists

Basic Skills Development is a 7 week blended learning training program designed for Statewide Intake (SWI) Intake Specialists who take reports of abuse, neglect and exploitation for all DFPS programs. It consists of 4 weeks of classroom training and 3 weeks of on-the-job training.

The interactive classroom component provides a genuine job related context in which Intake Specialist apply knowledge-based information (policy, law and procedures for each DFPS program area). Intake Specialist engage in simulated interview and assessment exercises and utilize the technical tools and systems required for performance of the Statewide Intake Specialist job duties.

The on-the-job component allows an Intake Specialist to engage in live calls reported to the Statewide Intake Hotline with the help and guidance of a trainer. The Intake Specialist interviews, assesses and documents information that is sent out the DFPS programs. Approximately 75% of content is related to Title IV-E topics.

How skill development of new and experienced staff is measured for CPS/CPI staff

In the CPS Professional Development model, skill development for new casework staff is measured through an array of methods, including assessments and a competency evaluation. A Field 1 Assessment, Core Assessment, Specialty Assessment, Policy Quizzes, Individualized Training Plan and a Final Competency Evaluation are used. A caseworker's competency and readiness for case assignability is determined by the CPS/CPI program supervisor and program director.

For many of the ongoing development courses, knowledge and/or skill development is assessed through post assessments, interactive discussions and/or skill demonstrations during training. CPS/CPI caseworkers and supervisors also have opportunities to advance within the department by becoming "certified". In order to become certified, staff must meet certain tenure requirements and complete specific training requirements related to CPS/CPI. Caseworkers and Supervisors apply for certification as Specialists and/or Supervisors through a voluntary process that is designed to recognize professional development beyond the basic job skills required for CPS/CPI in Texas. Certification strengthens staff credibility because those certified have met requirements for extensive work-related training, experience, and performance.

Certification differs from social work licensure in that some requirements are specific to DFPS Specialists and Supervisors and only DFPS Specialists and Supervisors are eligible to apply. There are two levels of specialist certification: Specialist and Advanced Specialist. Staff at both levels must meet specific requirements for experience, training, and performance within CPS/CPI. Supervisors must also meet specific requirements for experience, training and performance to be eligible for certification.

How ongoing training is selected and provided to ensure the competencies of CPS/CPI caseworkers, supervisors, managers and administrators

A training needs analysis is completed biannually to assess the training needs of caseworkers, supervisors, and managers. The needs analysis may be in the form of a survey, a focus group, review of data or recommendations from other initiative workgroups. The training department shares information with DFPS programs through their training liaisons. This collaborative effort assists in identifying ongoing training needs and includes a review of current courses, as well as a review of course objectives and evaluation feedback from these courses. Gaps identified when comparing the training needs analysis with the current course offerings are areas in which staff may recommend new course development or procurement. Training to respond to an identified gap, new research informing child welfare issues, specific practice trends or changes in policy are also considered in identifying new and ongoing training needs. All recommendations for course development or procurement are approved by DFPS.

DFPS Journey

Program and Workforce Development staff collaborate to support new staff in an effort to reduce turnover, particularly among caseworkers, and to improve overall morale by enhancing the integration of new employees into the agency. The Rookie Year on-boarding program was rebranded as the DFPS Journey with an eye towards improving the original concept. The foundation continues to emphasize that on-boarding doesn't stop once the employee is on the payroll and has been assigned to a unit. Supervisors still have resources at their disposal to start welcoming new hires before their first official day and to continue engaging them throughout year one. The hiring team is in frequent contact through the selection process and by working with program and information technology ensures that new employees have all of their required equipment on day one. This allows the new employee to immediately begin reviewing important information and demonstrates how important their role is to the agency. The concept of an informal mentor, or GUIDE in the journey program, has also been supplemented by a formal mentor assignment. A new CPS worker is assigned a mentor on day one and goes straight into the field for a month to get real world experience on the front line. The mentor and/or GUIDE may be the same person but it isn't required. Ideally, the entire team is supporting the new employee. An effort is underway to strengthen the initial phase of onboarding which will support the work of the supervisor by giving the new hire a broader understanding of the agency. A detailed timeline of activities to be completed by the hiring team, supervisor, GUIDE and training department is available for staff.

Continued Skills Development for Workers

Continuing education training is provided through a variety of means. In addition to formal certification programs, staff participate in conferences, seminars and workshops. These training events may be contracted out or provided by the DFPS Center for Learning and Organizational Excellence.

CLOE has a DFPS Certification Program that is a voluntary process designed to recognize professional development beyond the basic job skills required for DFPS Specialists and Supervisors in Texas. There are three levels of specialist certification for CPS, APS, CCI, SWI, and RCCL: Specialist, Advanced Specialist and Senior Advanced Specialist. All levels must meet specific requirements for tenure, training and performance.

1. Specialist Certification allows a CPS Specialist I to advance to a CPS Specialist II. CPS staff must have at least 9 months of tenure as a CPS Specialist I, and meet all of the training and performance requirements. Similar certification programs are offered for DFPS Adult Protective Services (APS) In-Home Provider Investigations Specialists, DFPS Child Care Licensing Investigations Investigator Specialist (CCI), and Statewide Intake (SWI) Specialists. The Residential Child Care Licensing (RCCL) Specialists must have at least 24 months of tenure as a RCCL Investigator Specialist I and meet all of the training and performance requirements.
2. Advanced Specialist Certification allows a CPS Specialist II to advance to a CPS Specialist III. CPS staff must have at least 9 months of tenure as a CPS Specialist II, and meet all of the training and performance requirements. Similar certification programs are offered for DFPS Adult Protective

Services (APS) In-Home Provider Investigations Specialists, DFPS Child Care Licensing Investigations Investigator (CCI) Specialist, and Statewide Intake Specialists.

3. Senior Advanced Specialist Certification allows a CPS Specialist III to advance to a CPS Specialist III. CPS staff must have at least 24 months of tenure as a CPS Specialist II, and meet all of the training and performance requirements. Similar certification programs are offered for DFPS Adult Protective Services (APS) In-Home Provider Investigations Specialists, DFPS Child Care Licensing Investigations Investigator (CCI) Specialist, and Statewide Intake Specialists.

New Supervisor Development – LEADS

The DFPS Leadership Excellence, Advancement, Distinction and Support or DFPS LEADS program outlines a continuum of professional development for managerial staff from an introductory stage to a senior level. The program encompasses the full range of supervisory, management, and leadership skills needed, with targeted training for beginning, tenured, and senior level managers. This targeted program promotes excellence among staff through high quality management that encourages distinctive organizational performance. Quality management and distinctive organizational performance ultimately results in improved services to, and outcomes for, vulnerable Texans served by the agency. Along this continuum, staff at each stage will engage in a series of courses to develop skills in each of the eight competencies identified as essential for all DFPS managers. The competencies are: collaboration, communication, cultural competence, decision making, professional development of others and self, integrity, managing change and strategic thinking.

Training for Supervisors

Every promoted or newly hired supervisor is required to attend and complete Beginning Managers: Transitioning from Peer to Manager within 60 days from the date of hire or promotion. This training provides newly hired or promoted managers and supervisors with DFPS-related information and resources needed to work effectively and efficiently. It also reinforces the knowledge and skills necessary to be competent and motivated to achieve the agency's mission, vision, and goals.

Program Specific Training for Supervisors

Each DFPS program offers new employee professional development courses and specialty courses tailored to the specific requirements of the supervisor's program area of operation, the position, and the function. Program-specific requirements are established by policy, rule, or mandates from the program or Commissioner. This training must be completed within six months of the date the supervisor was hired or promoted. Program specific courses offered by each program for their supervisors include:

1. CPS Professional Development for CPS Supervisors Training Program includes a 2 year plan starting from the date of hire. This program consists of a blended learning approach of classroom, online, and field training with a field advisor. Within the first four weeks, new supervisors complete Beginning Managers: Transitioning from Peer to Manager, Developing Your Worker's Critical Thinking Skills, and Supervisor Basic Skills Development, as well as 2 weeks of field training with an advisor. CPS Supervisor Basic Skill Development focuses on the administrative, educational and supportive skills and tasks that newly hired or promoted supervisors need to master to be successful in their new role. The four and half day training focuses on tasks and skills needed for decision-making in CPS cases and the management of a child welfare unit. Supervisors learn tasks and practice skills regarding effective unit and case management, staff growth and development, problem solving and decision making, and adherence to agency and program policies and procedures. Training includes a more tactile approach to learning the skills and tasks required of a supervisor. Participants utilize technology in the classroom to access policy and resources on the DFPS Intranet that can support them in their role as a supervisor.
2. Statewide Intake Supervisor Basic Skills Development guides participants through course content via workbooks, online reading, and on-the-job activities resulting in the opportunity for adult learning and better task mastery by coordinating curriculum activities and on-the-job tasks. Topics include an overview of worker supervision, techniques for managing and supporting worker staff

development and the resource references, tools and information required to manage the worker supervisor workload.

Supervisor Certification

Certification for Supervisors provides ongoing training required for certification. Supervisor Certification allows a CPS Supervisor I to advance to a CPS Supervisor II. The Supervisor must have at least 2 years of tenure or 16 months of tenure if the staff has obtained a MSW or human services related master's degree as a CPS Supervisor I and meet all of the training and performance requirements. Courses include cultural diversity electives. Similar certification programs are offered to DFPS APS In-Home Supervisors, DFPS Child Care Investigations Supervisors, and Statewide Intake Supervisors. Courses are provided by DFPS, through various contracted resources, and through the Health and Human Services provided Web-based Skillsoft course catalog. A number of these web-based trainings are coupled with facilitated follow-up discussion and activities.

Leadership for Advanced Management

Leadership for Advanced Management (LAM) provides leadership development for DFPS Advanced/Upper Level Management staff. The primary focus of the Leadership for Advanced Management initiative is on enhancing program specific job functions that advanced/upper management staff must carry out on a daily basis with the competency framework. The LAM program is focused on managers who are DFPS Program Director level and above and supervise staff in the regions and managers who are Division Administrator level and above who supervise staff at State Office.

Below is a list of workshops the LAM program offers to DFPS leaders:

“Leadership Challenge.” The course is designed to inspire, engage, and help participants develop the leadership skills needed to meet whatever leadership changes lie ahead. The core curriculum is structured around seven components, including the five independent modules that focuses specifically on each of The Five Practices of Exemplary Leadership. Each module describes the practice, reviews the Leadership Practices Inventory items related to that practice, and ends with techniques that ask participants to reflect on how to apply what they have learned to a current leadership challenge of their own. With a plan of action for taking the key learnings from the workshop back to the workplace, participants are prepared to implement these new leadership practices back on the job, beginning on Day One.

“Five Fundamentals to Strengthening DFPS Leaders Part 1 and Part 2.” The workshop is based on Patrick Lencioni's book and curriculum The Five Dysfunctions of A Team. The workshops are held for leadership teams in order to develop and focus on building strong leaders and teams. Concepts covered are trust, conflict, commitment, accountability and results.

“Trust for Teams.” This workshop is for teams that are experiencing trust issues. The workshop will define trust and implement ways to build trust on a team.

“Myers-Briggs Type Indicator (MBTI)”. The workshop helps teams to know more information about their fellow team members and improve communication. Participants complete the MBTI self-assessment. The purpose of the Myers-Briggs Type Indicator personality inventory is to make the theory of psychological types described by C. G. Jung understandable and useful in people's lives. Teams will be able to identify how to improve working relationships with their team members.

“Cultural Change and High Performing Teams.” The workshop is designed to promote cultural change, decrease retention, focus on professional development as leaders, increase trust, develop a legacy, and build self-accountability within the DFPS workforce. This workshop will include action plans for immediate implementation in the workplace.

Request for Services. The LAM team facilitates workshops to DFPS leadership upon request based on specific needs that have been identified to address the needs of the teams.

Foster/Adoptive Parent Development:

Training of prospective foster parents is required by Health and Human Services, though the Minimum Standards and Guidelines for Child-Placing Agencies. These standards require all foster parents to receive an orientation and additional training in areas such as the developmental stages of children, fostering self-esteem of children, constructive guidance and discipline of children, strategies and techniques for monitoring and working with children, and normalcy. Other required pre-service training topics include: trauma informed care; different roles of caregivers; measures to prevent, identify, treat, and report suspected occurrences of child abuse (including sexual abuse), neglect, and exploitation; procedures to follow in emergencies, such as emergencies related to weather, volatile persons, or severe injury or illness of a child or adult; and preventing the spread of communicable diseases.

Foster parents are also required to complete cardiopulmonary resuscitation and first aid training. Prospective foster and adoptive parents caring for children under two years of age must be trained in Shaken Baby Syndrome, Sudden Infant Death Syndrome, and early childhood brain development. Foster and adoptive parents caring for children taking psychotropic medications must be trained on the administration of psychotropic medications.

All caregivers, except individuals designated as kinship caregivers, must complete at least 35 hours of competency-based pre-service training before becoming verified to foster and/or approved to adopt. The *Parent Resources for Information Development Education (PRIDE)* curriculum is the prescribed training used for DFPS foster and adoptive home applicants. This curriculum is a competency-based training program that meets a majority of the pre-service training requirements specified in Minimum Standards.

Foster/Adoptive Parent Training is offered through a number of options to provide current and prospective foster parents with ongoing training related to Title IV-E eligible topics. For example, the Texas Foster Family Association, the state level foster parent association, receives funds to help educate state-approved foster parents in both the public and private sector. Examples of other organizations that provide training to foster and adoptive parents are universities, the Council on Adoptable Children, and local foster parent organizations. These trainings are typically provided through a collaboration between individual regions and external organizations. Training can be given in regional conference venues or through shorter single topic training sessions throughout the year.

Parent Resources for Information, Development, Education (PRIDE) Training PRIDE Training is a competency-based program consisting of 35 hours covering topics ranging from attachment and loss issues, discipline, normalcy, trauma, effects of abuse and neglect, sexual abuse, and the effects of fostering and adopting on the family. Courses are provided by DFPS instructors to both current and prospective DFPS foster and adoptive parent applicants. Texas PRIDE was revised to include updates from Minimum Standards and the Child Welfare League of America that fit with Texas' needs.

CLOE Development Division Online Online web based training courses provide an alternative to instructor-led training when appropriate. As of FY 2019, CLOE continues to offer over 500 different online trainings, podcasts and webinars.

Continuing Education Programs

As an authorized provider of Continuing Education Units for Social Workers, DFPS offers and certifies many courses for continuing education credit. Courses may be delivered by DFPS local staff, via distance learning strategies (such as CLOE Development Division online courses), or through DFPS-sponsored conferences or workshops.

Ongoing Contracted Continued Education is offered through a number of partners to provide staff and supervisors with development opportunities beyond basic skill development. Partners include Casey Family Programs, American Public Human Services Association, the University of Texas at Austin LBJ School of Public Affairs, Texas State University and Texas A & M University.

Juvenile Justice Title IV-E Training

In order to provide services to Title IV-E eligible youth, DFPS has entered into an Interagency Contract Agreement with the Texas Juvenile Justice Department. The agency provides Title IV-E eligible training to staff and youth.

County Child Welfare Services and County Legal Services Training

In keeping with its guiding principles of managing for outcomes and focus on children, families and communities, DFPS makes funds available for training county child welfare and county legal personnel to keep them abreast of the latest developments and best practices. This training also enhances their knowledge and skills associated with allowable Title IV-E administrative or closely related activities at the enhanced 75% match rate. Funding is made available for training to enhance knowledge and skills necessary for overall job performance and for the proper and efficient administration of the Title IV-E program at the lower administrative rate of 50 percent.

University Degree Programs

To enhance the professional development of CPS staff and to recruit potential child welfare staff, DFPS entered into contractual agreements with fifteen universities that have accredited Bachelor of Social Work and Master of Science in Social Work programs. The chart below presents the training cost for each Texas University.

UNIVERSITY	END DATE	AMOUNT	CONTRACT NUMBER
Lamar University Payroll Direct Deposit	6/30/2022	\$352,118.50	530-17-0059-00001
Stephen F Austin State University	6/30/2022	\$905,546.85	530-17-0060-00001
Tarleton State University	6/30/2022	\$859,785.90	530-17-0064-00001
Texas A & M University - Central Texas	6/30/2022	\$121,900.45	530-17-0062-00001
Texas A & M University - Commerce	6/30/2022	\$1,580,488.65	530-17-0061-00001
Texas A & M University - Kingsville	6/30/2022	\$483,338.00	530-17-0063-00001
Texas State University - San Marcos	6/30/2022	\$3,024,612.20	530-17-0066-00001
Texas Tech University	6/30/2022	\$244,034.90	HHS000278900001
Texas Woman's University	6/30/2022	\$1,103,017.90	530-17-0065-00001
University Of Houston Treasures Office	6/30/2022	\$4,099,502.65	530-17-0067-00001
University Of North Texas	6/30/2022	\$1,772,431.90	530-17-0068-00001
University Of Texas At Arlington	6/30/2022	\$4,545,224.70	530-17-0069-00001
University Of Texas At Austin	6/30/2022	\$2,709,736.90	530-17-0070-00001
University Of Texas At El Paso	6/30/2022	\$2,029,308.15	530-17-0071-00001
University Of Texas At San Antonio	6/30/2022	\$1,260,772.75	530-17-0073-00001
University Of Texas Rio Grande Valley	6/30/2022	\$860,840.85	530-17-0072-00001
	Contracts Total	\$25,952,661.25	

**Title IV-E Training Topics That the State May Claim Title IV-E Match
Foster Care Assistance Program
Under Section 474(3)(A) of the Social Security Act and 45 CFR 1356.60
Allowable Activities under the Title IV-E Program 45CFR1356.60 that May Claim 75% Match Rate**

1.	Eligibility determinations and re-determinations
2.	Fair hearings and appeals
3.	Rate setting
4.	Referral to services
5.	Preparation for and participation in judicial determinations
6.	Placement of the child
7.	Development of the case plan
8.	Case reviews
9.	Case management and supervision
10.	Recruitment and licensing of foster homes and institutions

Closely related Activities that May Claim 75% Match Rate under the Title IV-E Program 45CFR1356.60

11.	Social work practice, such as family centered practice and social work methods including interviewing and assessment.
12.	Cultural competency related to children and families.
13.	Title IV-E policies and procedures.
14.	Child abuse and neglect issues, such as the impact of child abuse and neglect on a child, and general overviews of the issues involved in child abuse and neglect investigations, if the training is not related to how to conduct an investigation of child abuse and neglect.

15.	Permanency planning including using kinship care as a resource for children involved with the child welfare system.
16.	General substance abuse, domestic violence, and mental health issues related to children and families in the child welfare system, if the training is not related to providing treatment or services.
17.	Effects of separation, grief and loss, child development, and visitation.
18.	Communication skills required to work with children and families.
19.	Activities designed to preserve, strengthen, and reunify the family, if the training is not related to providing treatment or services.
20.	Assessments to determine whether a situation requires a child's removal from the home, if the training is not related directly to conducting a child abuse and neglect investigation. Training on how to conduct specialized assessments such as psychiatric, medical or educational assessments are not permitted.
21.	Ethics training associated with a title IV-E State plan requirement, such as the confidentiality requirements in section 471(a)(8) of the Act.
22.	Contract negotiation, monitoring or voucher processing related to the IV-E program.
23.	Adoption and Foster Care Analysis and Reporting System (AFCARS), Statewide Automated Child Welfare Information System (SACWIS) or other child welfare automated system functionality that is closely related to allowable administrative activities in accordance with 45 CFR 1356.60(d) that the State has chosen to claim as title IV-E training rather than as SACWIS developmental or operational costs (see AT-ACF-OISM-001).
24.	Independent living and the issues confronting adolescents preparing for independent living consistent with section 477(b)(3)(D) of the Act and the Child Welfare Policy Manual (CWPM), Section 3.1H, Q/A #1.
25.	Foster care candidate determinations and pre-placement activities directed toward reasonable efforts in 471(a)(15), if the training is not related to providing a service.
26.	Training on referrals to services, not how to perform the service.
27.	Grievance procedures.
28.	Negotiation and review of adoption assistance agreements.
29.	Post-placement management of subsidy payments.

30.	Home studies.
31.	A proportionate share of the development and use of adoption exchanges.

**Activities that May Claim 50% Match Rate under the Title IV-E Program 45CFR1356.60
Must Be Allocated Proportionally Across All Benefiting Programs (May Include Title IV-E Foster Care and Adoption Assistance, Title IV-B, Subparts 1 and 2)**

32.	State agency personnel policies and procedures.
33.	Job performance enhancement skills (e.g., writing, basic computer skills, time management).
34.	First aid, CPR, or facility security training.
35.	General supervisory skills or other generic skills needed to perform specific jobs training.
36.	Ethics unrelated to the title IV-E State plan.
37.	Team building and stress management training.
38.	Safe driving.

**Training Topics That the State May Not Claim Title IV-E Reimbursement
Topics Should Be Included in the Title IV-B State Plan but are Not Claimable for State University Contracts
(General Revenue, Title XX, Title IV-B, Subparts 1 and 2, TANF or Other)**

39.	How to address or treat child or family problems or behaviors because it supports the delivery of social services rather than the administration of the Title IV-E State plan.
40.	Conducting child abuse and neglect investigations because such specialized skills are required for staff activities that occur prior to a child's entering foster care or adoption, and even prior to a child's becoming a candidate for foster care.
41.	Child welfare/social service topics that are not related directly to the title IV-E programs or the administration of the Title IV-E State plan.
42.	Worker retention and worker safety.