

CCASSC AGENDA

March 22-23, 2018

Sea Venture Hotel

100 Ocean View Avenue

Pismo Beach, CA 93449

<https://www.seaventure.com>

March 22, 2018

10:00 - 12:00

CPM Power Point

Subgroup Children's

CalSWEC CPM Home

CPM Overview

Practice Behaviors

The Leading Edge

Wh Practice Model?

Child Welfare Services

Core Practice Model (2 hours)

Stuart Oppenheim, Executive Director, Child and Family Policy Institute, California

Danna Fabella, Consultant, Child and Family Policy Institute, California

Andrea Sobrado, Central California Training Academy

Wendy Osikafo, Deputy Director Kings

Anita Guerrero, Deputy Director Tulare

12:00 – 12:15

Working Lunch

12:15 – 3:30

Topics from Regional

Wendy Osikafo, Deputy Director Kings

Anita Guerrero, Deputy Director Tulare

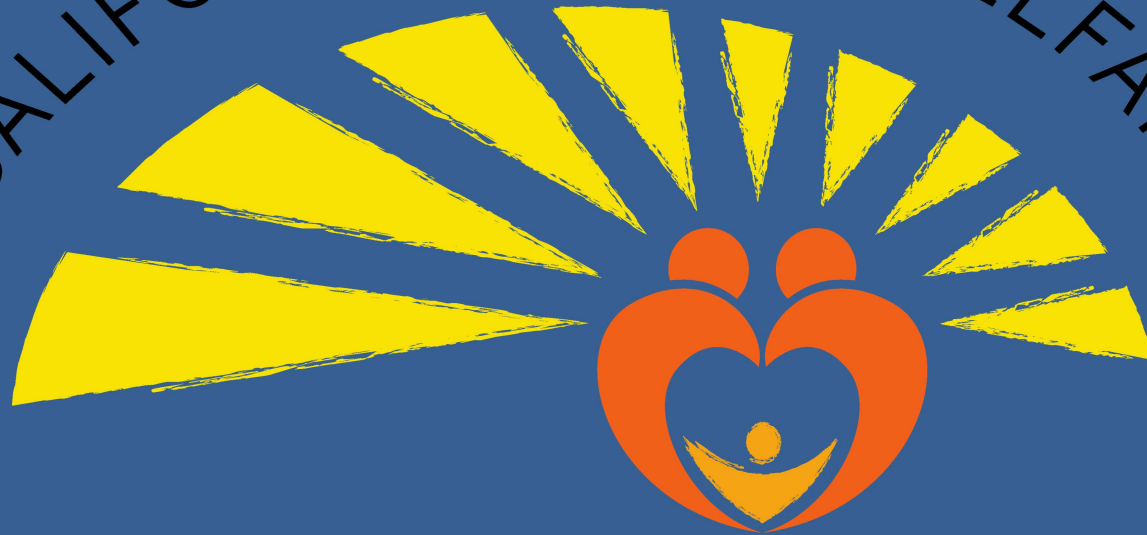
Training Plan Data

- All Things CCR (2 hours)
 - Update on CWDA/Director's Mtg w/Lightbourne
 - Implementation Status/Successes/Issues (CCR Matrix)
- RTA Funding (30 Minutes)
 - Core borrowing from Advanced
 - Limited or no resources for new mandates
 - Insufficient CPM Resources/Funding
- Recruitment/Retention (30 minutes)
 - Review County Training Plan Data
 - Successful Strategies - What is working?
 - Challenges & Barriers

3:30 – 4:30

CYC – Next Steps Juliet Webb

CALIFORNIA CHILD WELFARE



CORE PRACTICE MODEL

A Guiding Framework for Child Welfare Practice

Practice Model Development Goal

- To define California's Child Welfare Services as a profession grounded in theory, with a set of core values, common elements and identified behaviors
- To engage Child Welfare Leadership and Education and Training partners in the statewide implementation of a consistent, comprehensive approach to Child Welfare practice

EXISTING & EMERGING INITIATIVES

CALIFORNIA PARTNERS for PERMANENCY
CONTINUUM of CARE REFORM
FAMILY to FAMILY
KATIE A.
LINKAGES
PARENT PARTNERS
QUALITY PARENTING INITIATIVE
RESOURCE FAMILY APPROVAL PROCESS
SAFETY ORGANIZED PRACTICE
WRAPAROUND

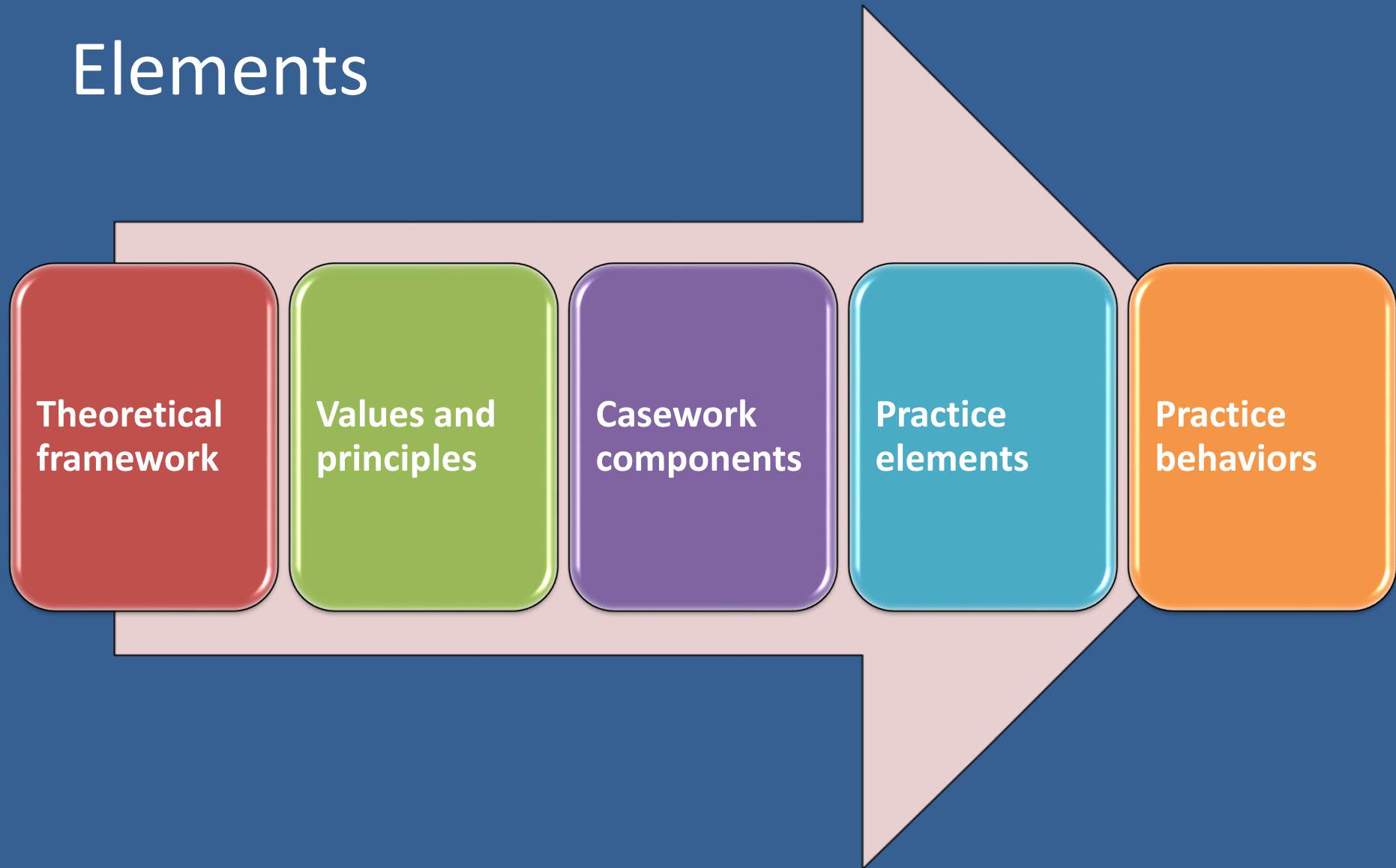
COMMON PRACTICE ELEMENTS



Towards a Statewide Practice Model

- Since 2012 the County Welfare Directors Association (CWDA) Children's Committee has been working to develop and implement a statewide practice model
- Development Phase 2012-2016
 - Monthly meetings
 - Statewide Convenings
 - Regional focus groups
- Implementation Planning Phase 2017 and Beyond

Practice Model Elements



Theoretical Framework

ORIENTING THEORIES AND BIO-DEVELOPMENTAL THEORIES

Explain what leads to the
problem of maltreatment



INTERVENTION THEORIES

Explain how we can work to prevent
abuse and work to intervene with families
who have experienced maltreatment

ORGANIZATIONAL THEORIES

Explain how the child welfare system
supports and sustains the practice model

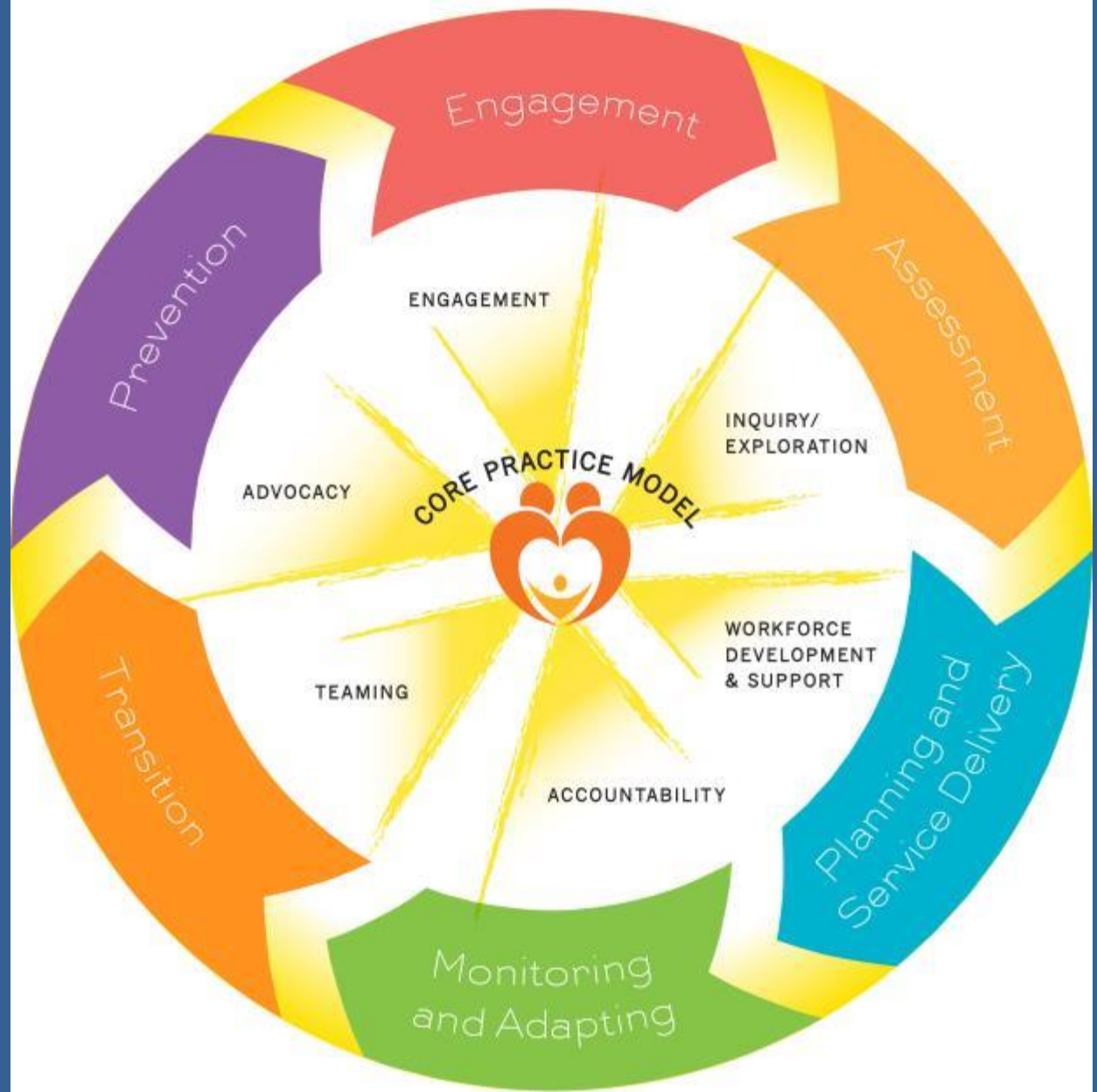


Our Values



This is What
We Believe

Casework Components: This is What We Do



Practice Elements: This is How We Do It

- Engagement
- Inquiry / Exploration
- Advocacy
- Teaming
- Accountability
- Workforce Development and Support



Practice Behaviors



- Define practice elements so agency and community partners know what to expect and can build coordinated services and supports.
- Support evaluation of model fidelity and outcomes.
- Provide a framework for practice.

Leadership Behaviors

- Provide parallel guidance to Directors, Managers, Supervisors, and others in bringing the model's theoretical framework, values, and elements to life
- Clearly describe the interactions between agency leadership and staff, and also between agency leadership and external stakeholders, in implementing the Model

FOUNDATIONAL BEHAVIORS

- Be open, honest, clear, and respectful in your communications
- Be Accountable

PRACTICE BEHAVIORS

Engagement Behaviors

- Listen to the child, youth, young adult, and family, and demonstrate that you care about their thoughts and experiences.
- Demonstrate an interest in connecting with the child, youth, young adult, and family and helping them identify and meet their goals.
- Identify and engage family members and others who are important to the child, youth, young adult, and family.
- Support and facilitate the family's capacity to advocate for themselves.

Assessment Behaviors

- From the beginning and throughout all work with the child, youth, young adult, family, and their team to engage in initial and on-going safety and risk assessment and permanency planning.

Teaming Behaviors

- Work with the family to build a supportive team that engages family, cultural, community and Tribal connections as early as possible.
- After exploring with the family how their culture may affect teaming processes, facilitate culturally-sensitive team processes and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family.
- Work with the team to address the evolving needs of the child, youth, young adult, and family.
- Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services.

Service Planning and Delivery Behaviors

- Work with the family and their team to build a culturally sensitive plan that will focus on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and assist the child, youth, young adult, and family with safety, trauma, healing, and permanency.

Transition Behaviors for Social Workers

- Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions.

LEADERSHIP BEHAVIORS

Engagement Behaviors for Leadership

- Create opportunities to gain new knowledge and skills, try new things, learn from mistakes, and take time to use critical thinking and reflection, even in times of crisis.
- Establish and maintain regular and frequent communication to encourage an active partnership that engages staff at all levels in implementation and system improvement activities.
- Show that you care by listening to stakeholders (children, families, community members, and Tribes) and staff at all levels to hear their successes, concerns/worries, and ideas for working together to both celebrate successes and overcome barriers.
- Create regular opportunities to explore and affirm the efforts and strengths of staff and agency partners, fostering leadership through gains in skill and abilities, confidence, and opportunities to mentor others.

Inquiry/Exploration Behaviors for Leadership

- Track and monitor barriers and challenges.
- Be transparent with staff and stakeholders (children, families, community members, and Tribes).
- Seek input and perspective to develop solutions at all staff levels and with stakeholders.
- Advance mutually reflective, supportive supervision at all levels.

Teaming Behaviors for Leadership

- Develop partnerships with effective community-based service providers with cultural connections to families receiving services.
- Work with families, youth, communities, and other stakeholders and peers as active partners in implementation of best practices, policy development, and problem-solving to support the CPM.
- Model inclusive decision-making with staff at all levels across agencies and with partners using teaming structures and approaches to implement and support the CPM.

Advocacy Behaviors for Leadership

- Promote advocacy by providing frequent and regular opportunities for Tribes, agency partners, staff, youth, families, and caregivers to share their voice.
- Advocate for the resources needed to support and develop staff, and to provide effective, relevant, culturally responsive services for families.

Accountability Behaviors for Leadership

- Listen and provide timely feedback to staff and stakeholders and establish a shared expectation for follow-up.
- Support staff and hold each other accountable for sustaining the CPM by utilizing a practice to policy feedback loop that engages staff and stakeholders in data collection and evaluation.
- Identify and implement a transparent process at all levels to track staffing gaps and plan organizational changes.
- Identify and implement a transparent process at all levels to monitor for practice fidelity and effectiveness.

California Child Welfare Core Practice Model

Child & Family Team

Assessment (trauma informed)

- Individualized
- Child & Family Strengths & Needs
- Mental Health Screen

Provider Performance Data

- Child Safety Needs
- Other Placement Considerations

Home – Based Family Care

Short-Term Residential Treatment

- Foster Families (Related & Non Related Caregivers receiving supports and services through FFAs)
- Therapeutic Foster Care
- Mental Health Services
- Cores Services Offered by Treatment FFAs :
 - Early Intervention Services
 - Transition & Assessment
 - Transition to Adulthood
 - Permanency Services
- Accredited

- Core Services Available
- Individualized Service Package & Single Rate
- Mental Health Services
- Specified Staffing Qualification
- Accredited

Publically Available Performance Data

CCR Vision: All children live with a committed, permanent and nurturing family.

Services and supports are tailored to meet the needs of the individual child and family being served with the ultimate goal of maintaining the family or when this isn't possible, transitioning the child or youth to a permanent family and/or preparing the youth for a successful transition into adulthood.

When needed, group home care is a short-term, specialized and intensive intervention that is just one part of a continuum of care available for children, youth and young adults.

Aligning Practice Model with Current CWS Challenges

Implications for Other Areas in Human Services Agencies

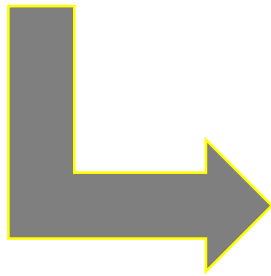
- Practice Behaviors
 - OCAT
 - CalWORKs Strategic Initiative
 - Navigators
 - Adult Protective Services
- Leadership Behaviors and Organizational Readiness
 - Those behaviors outlined on previous slide are important no matter what program that directors & managers lead
 - Preparing and supporting staff are the same – not program specific

Implementation Focus

- We have defined the model—Now What?
- Critical to understand the principles of Implementation Science
 - Implementation is a process, not an event, and takes time to ensure success
 - Implementation requires purposeful focus on
 - Leadership
 - Organizational Development
 - Workforce Development

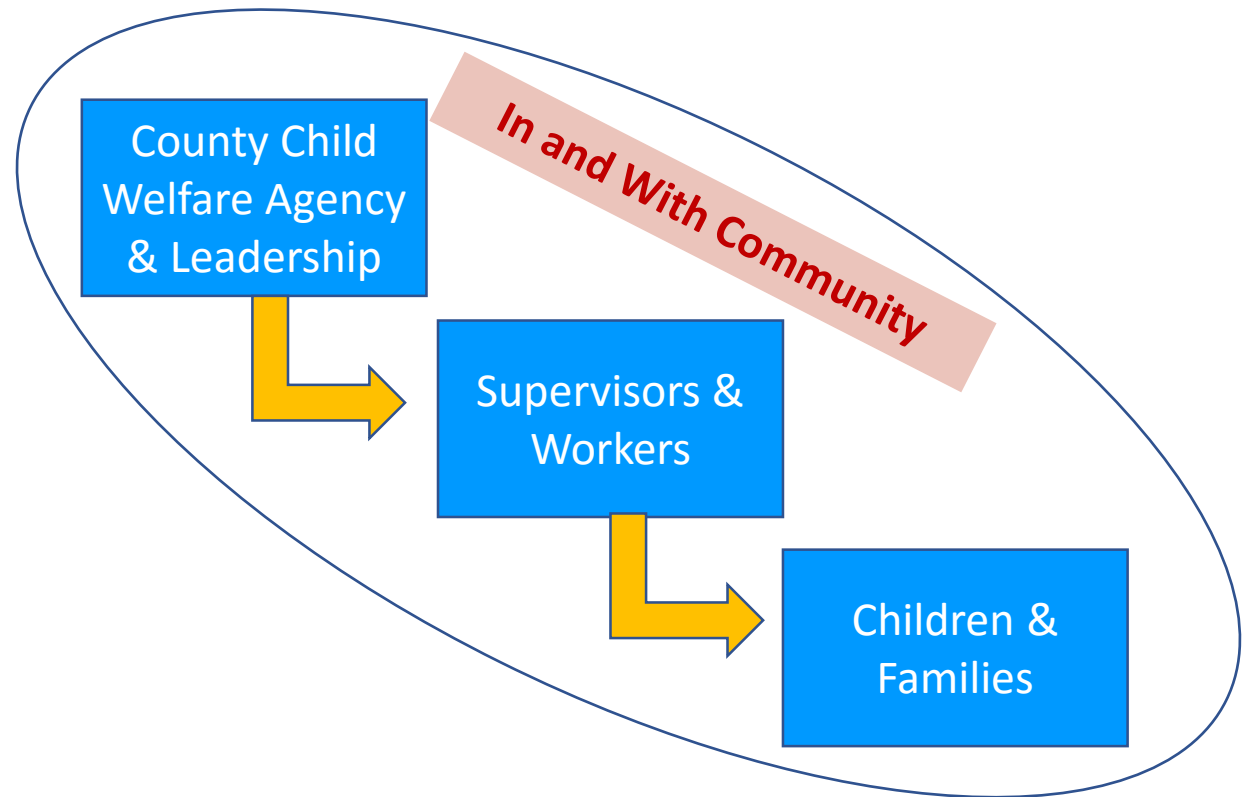
Shared Vision Across Counties:

CPM is implemented with fidelity and intended outcomes for children and families.



10-15% can
do this on
their own . . .

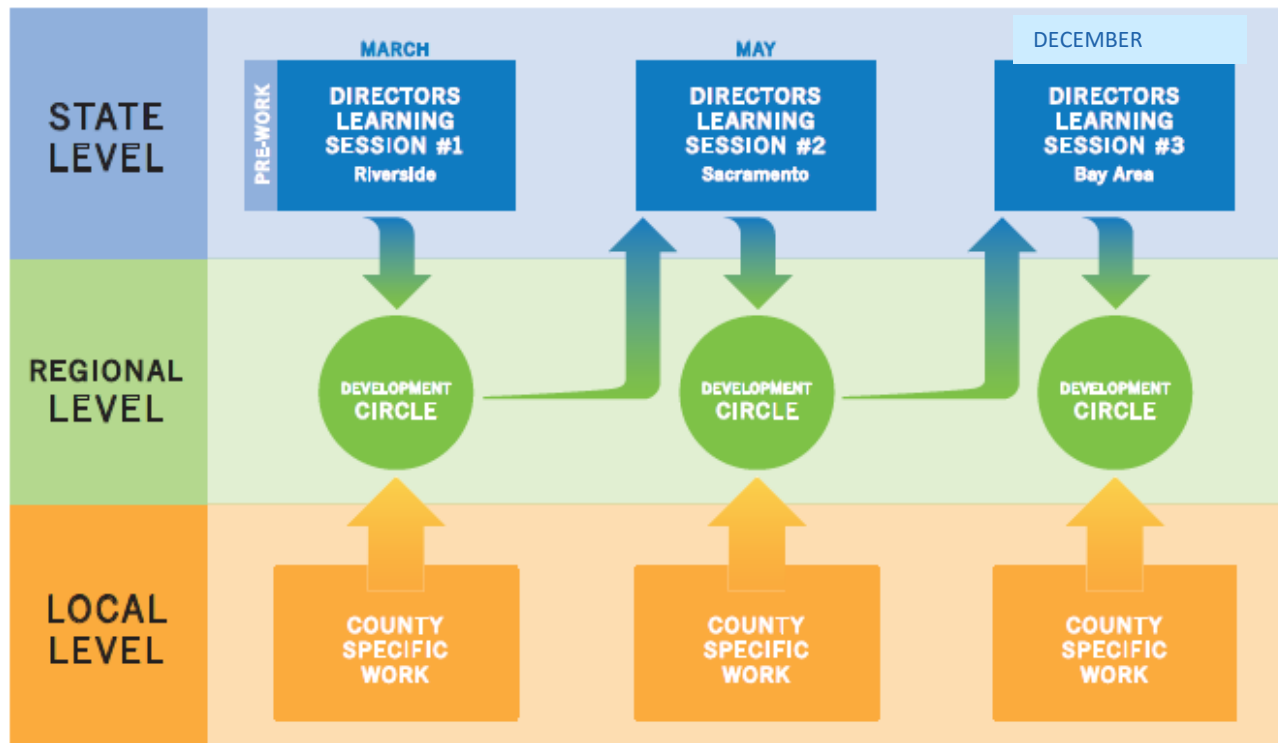
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Child Welfare Directors Institute

- First steps towards implementation in 2017
- GOAL : By January, 2018 all 58 County Child Welfare Directors will have the personal and organizational resources to begin systematically implementing the California Child Welfare Core Practice Model.
- 3 –tiered structure to engage CWS Directors and their Implementation Teams in achieving that goal
- Statewide Faculty, including Implementation Consultants from UNC and University of Louisville

Directors Institute Structure



Why Is this Important? Critical Role of Implementation Capacities

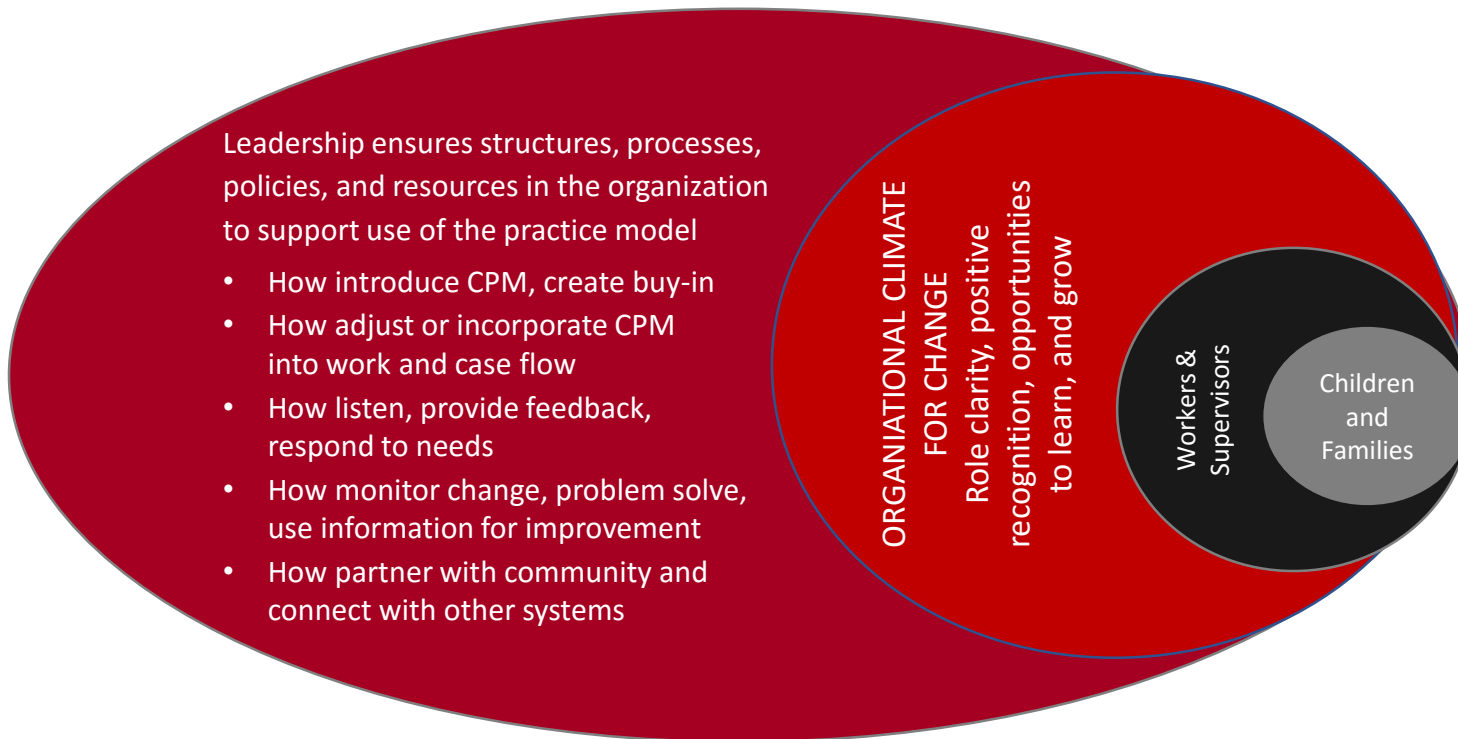
(from NC Triple P implementation project)



These relationships are not only significant, but characterized by **moderate** to **large** effect sizes!

Paying Attention to “*What It Takes*”

The Big Idea: Implementation is a process of *collective action* by people and organizations. Lack of attention to organizational behavior is often the major gap in the process of implementation.



Child Welfare CPM Directors Institute

Structure

- Child Welfare Director Learning Sessions
 - Peer Learning and Mentoring Sessions specifically designed for Child Welfare Directors
 - March, May/June, December
 - Over 40 Directors attended
- Development Circles
 - Staff from most counties participated in the creation of implementation tools
 - 3 statewide meetings
 - Many, many conference calls, webinars, in-person meetings
 - Developed specific implementation tools for each of 4 dimensions implementation
- County Specific Work
 - Testing products produced in the Development Circles
 - Led by County Active Implementation Teams

Directors Learning Sessions

- Child Welfare Director Learning Session #1
 - CPM as an avenue for change
 - Linked leadership implementation
 - Adaptive Leadership
 - Partnerships for Implementation
- Child Welfare Director Learning Session #2
 - Continue to strengthen leadership skills essential for systematically implementing the CPM
 - Directors understand their roles in advancing the work of the Development Circles to support CPM implementation
- Child Welfare Director Learning Session #3
 - Understanding the Development Circle Tools
 - Understanding the Implementation Planning Process
 - Self-Assessment in understanding where they are in the process

An Applied Focus on “*What it Takes*” for Implementation

1. A focus on people matters.

- ✓ **Workforce Development** (Training, Ongoing Coaching for all staff)

2. A focus on the organization matters much if not more AND



3. Leadership for change lives at multiple levels.

- ✓ **Organizational Readiness Building**

(Linked Leadership and Implementation Teams,
practices to strengthen organizational climate)

Engagement, Relationship and Partnerships Toolkit

- Integrated Toolkit to help counties understand, model and reinforce 20 principles of engagement, relationship and partnership that advance implementation of CPM
 - Pre-Work: Preparing to share CPM with the child welfare partner community
 - Early Engagement: Laying the foundation for orienting partners to CPM
 - Barrier Busting: Working together to reduce system barriers to CPM implementation
 - Stronger Together: Aligning partnership with quality implementation of CPM practice
 - Sustaining Change: Monitoring CPM implementation in partnership with the community
- A total of 17 resources, exercises and strategies are linked throughout the ERP Toolkit offering county implementation teams various ways to strengthen CPM-related partnerships within their agencies, systems and communities.
-

Quality Outcomes and Systems Improvement Development Circle

- Sample CPM Theory of Change
- 14 Critical CPM Short-Term Outcomes,
- Framework and Facilitation Guide to assist counties and their partners in creating a local CPM logic model
 - Provides talking points, activities, and resources for identifying the CPM outcomes that are most important locally, and then
 - Focuses on the strategic implementation activities likely to lead to those outcomes.
- Data and Outcomes Guide is being developed to assist counties in using timely, relevant, low-burden CPM implementation and outcome data for ongoing decision-making and improvement.
- Begun work with CDSS to explore how existing CFSR case review processes might generate relevant short-term CPM outcome data.

Organizational Relationship Building Toolkit

- Resources and tools that would first,
 - Help counties assess their organizational readiness for implementing the CPM,
 - Guide counties to sustain it, paying attention to the role of leadership, climate, teaming structures, communication, and using data to inform implementation activities.
 - 7 counties tested them, gathered feedback and shared their experiences about two areas:
 - Communication for engaging others in readiness building to implement the CPM
 - Assessing organizational readiness (with its companion ORB Planning Guide)

Workforce Development Toolkit

- **Recruitment, Screening & Selection Tools:**
 - A realistic job preview letter
 - An employee selection and interview protocol
 - A realistic job preview video, which is still in development.
- **Training and Coaching Tools**
 - Overview training about CPM
 - Four separate “one-pagers” were developed to provide a user-friendly format for the Practice Behaviors and the Leadership Behaviors
 - six “one-pagers” for supervisors as a practical bridge between the Values, Practice Elements, Casework Components and Practice Behaviors of the CPM and child welfare supervisory practice
 - the Practice Profiles and Leadership Profiles, to assess or scale where they are developmentally in their use of the Practice Behaviors and what steps they might take to improve their proficiency
 - Supervision/Coaching Guide, which helps supervisors keep the focus of supervision and coaching on staff’s application of the CPM Practice Behaviors, as well as align with the Practice Profiles by integrating into supervision how application of CPM practice is going.

2018 Implementation Planning

- Implementation Supports
 - Implementation Tools for Counties
 - Snapshot
 - Implementation Planning Guide
 - RTA Implementation Capacity Development
 - Implementation Science Consultants from University of North Carolina and Other CPM Faculty
 - Development that can support future initiatives
 - Identified funding for 2018/2019
 - CWDA Meetings
 - Implementation Advisory Committee
 - Ops and Children's Meetings
 - Periodic Newsletters (Leading Edge)

2018 Directors' Road Map – County Focus

STRATEGIC PREPARATIONS FOR CPM

Implementation Capacity Building ♦ Assessment & Teaming ♦ Implementation Planning ♦ Support & Next Steps

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> Counties engage in activities & generate communications to prepare management, staff & partners for CPM Implementation CPM Implementation Planning Guide is made available to all counties RTAs prepare for providing regionally-based implementation supports | <ul style="list-style-type: none"> Counties engage a full range of perspectives to complete the CPM Implementation Snapshot Based on Snapshot results, counties identify priorities for local CPM planning Counties share summary Snapshot findings on Survey Monkey RTAs refine focus of regional support based on Snapshot results | <ul style="list-style-type: none"> Counties develop their CPM Implementation Plans (Plans) by end of June Counties select tools & resources from CPM Toolkit to utilize in carrying out Plans RTAs further refine regional supports to align with focus of completed Plans |
|--|--|---|

RTA Regionally-Based Implementation Supports

Webinar
Messaging
CPM 1/25

Webinar
CPM Impl.
Plan'g 2/15

Webinar
ORB Tools
3/15

Webinar
Logic
Modeling
4/18

Webinar
WD Tools
5/16

Webinar
ERP Tools
6/20

Leading
Edge #3

Leading
Edge #4

Leading
Edge #5

LS #4
July
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Jan

Feb

Mar

Apr

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June

FY
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19

CCTA Support Structure and Road Map

CWDA Children's/CWDA Children's Regional

Process/Representative:

Children's Representatives shall be agreed upon through consensus of CCASSC membership. Representatives from the Central Region, (currently Wendy Osikafo and Anita Guerrero) shall routinely attend CWDA Children's Services and CWDA Regional Children's Services.

CCASSC Representatives: Wendy Osikafo, Assistant Director, Kings County
wendy.osikafo@co.kings.ca.us
559-852-4463
Need Phone Number

Anita Guerrero, Deputy Director, Child Welfare Services, Tulare County
AGuerrer@tularehhsa.org
559-624-8080

Meetings: CWDA Children's Services & Operations meetings
Meet in Sacramento – Monthly meeting; exception July, October and December. See CWDA annual calendar for actual dates.

CWDA Children's regional meetings.
Meet at Central California Training Academy – Monthly meeting 4th
Thursday of every month; exception July and December.

Responsibilities:

- Routinely attend CWDA Children's Services, Operations and CWDA Regional Children's Services meetings.
- Maintain minutes and work product of meetings.
- Children's Representatives are to ensure CCASSC Chair is aware of CWDA Children's/Operations priority issues. Further, the Children's representatives shall maintain contact with the chairs of the above committees and develop a priority list for the CCASSC Directors. From these meetings, develop a short list of priority talking points. Representatives shall let the Chair of CCASSC and the Research Associate know if there are issues that should be shared promptly with membership Directors.
- Work through the CCASSC Chair and Research Associate to establish agenda items for CCASSC meeting(s).
- Attend one CCASSC meeting annually or more as priorities are established. The focus area of the meeting will be children's services.

California Child Welfare Core Practice Model



CALIFORNIA CHILD WELFARE
CORE PRACTICE MODEL
A Guiding Framework for Child Welfare Practice

- ## Programs & Initiatives

Child Welfare

- ▼ In-Service Training Coordination

- ▼ California Child Welfare Core Practice Model
 - ▷ CPM Implementation Planning Materials
 - Development Circles Kickoff | April 24, 2017
 - ▷ Child Welfare Core Practice Model Directors Institute Learning Sessions
 - Core Practice Model Symposium | June 23–24, 2016
 - Fresno
 - San Francisco
 - ▷ Background Materials Related to the Practice Model
 - About the Child Welfare IV-E Service Training Program
 - ▷ Statewide Education and Training Committee (STEC)
 - ▷ Fairness and Equity Issues in Child Welfare Training
 - ▷ Evidence-Based Practice
- Title IV-E Child Welfare Training Program

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California Child Welfare Core Practice Model

BACKGROUND

THEORETICAL FRAMEWORK

ORGANIZATIONAL THEORIES

CASEWORK COMPONENTS

PRACTICE ELEMENTS

PRACTICE BEHAVIORS

LEADERSHIP BEHAVIORS



California Child Welfare Core Practice Model



BACKGROUND

California's child welfare community has a long and respected history of creating and implementing successful approaches to serving children and families. Our state supervised and county-implemented system has provided numerous opportunities at both the state and local levels for the development of innovative practices and initiatives aimed at improving outcomes. However, multiple emerging and established initiatives and practices have impacted our ability to have a consistent statewide approach for child welfare practice.

In 2012, California's Public Child Welfare community began efforts to develop a California Child Welfare Core Practice Model that is intended as a framework to support our state's Child Welfare social workers and leaders in sustaining and improving practice in all California counties. From the beginning the goal of this work has been to create a practice model that guides service delivery and decision-making at all levels in Child Welfare, and that builds on the great work already taking place by integrating key elements of existing initiatives and proven practices such as the California Partners for Permanency (CAPP), Pathways to Permanency (the Katie A. Core Practice Model), and Safety Organized Practice (SOP). The California Child Welfare Core Practice Model amplifies the work that has taken place in California over the past decade-and-a-half to improve outcomes for children and families in all counties, across the state.



THEORETICAL FRAMEWORK

The Theoretical Framework for the CA Child Welfare Core Practice Model provides the foundation for the practice model and guides the development of values, casework components, and practice elements. The framework is comprised of the following theories:

Orienting Theories and Bio-developmental Theories

These theories help us understand:

- How and why key factors such as current and historical trauma and other stressors lead to maltreatment and hamper intervention efforts.
- The importance of protecting and promoting attachment bonds, family connections, and the cultural group as we work with families.
- That parenting is challenging and all parents need help with structure, transitions, and milestones.

Using these theories leads to:

- Greater empathy and a shift in emotional reactions to families that enter the system.
- Development and use of strategies for building on strengths and working to enhance motivation for change.

Intervention Theories

Intervention theories help us:

- Work with families to find and use services that will address the key factors to interrupt unsafe patterns: life situations, thinking patterns, emotions, and triggers that contribute to maltreatment.
- Understand the sequence of events so we can help individual adults and entire families understand what needs to change and how to change it in order for children to be safe and remain in the immediate or extended family.
- Understand the needs of children and youth in foster care and adoption and help them keep ties to family and community and develop new attachments.
- Understand how to help families, children, and youth through transitions and delayed reactions to prevent placement disruptions.

Organizational Theories

These theories help us understand how our system will support and sustain the practice model.

VALUES

The Practice Model values reflect the theoretical framework and form a path from theory to practice, guiding the development of the core components, elements, and practice behaviors.

The following value statements are an expression of our beliefs and explain what we are striving for in our work with families:

- We believe in using prevention and early intervention to help keep children and youth safe from abuse and neglect.
- We believe the best way to support families is to honor their experiences and work together to build partnerships based on mutual respect and trust.
- We believe children, youth, and young adults need lifelong, loving permanent families and connections to family members, communities, and tribes.
- We believe children, youth, and young adults should have access to effective services that support their overall well-being and help them achieve their full potential.
- We believe that honestly sharing our assessment of strengths and concerns is essential for engaging with families and building connections.
- We believe in listening to families to learn about their culture and community.
- We believe that families can grow and change.
- We believe in helping families connect with effective, family-focused, strength-based services and supports.
- We believe in creating a competent and professional workforce through quality recruitment, training, and support.
- We believe in individual development, critical thinking, self-reflection, and humility.
- We believe in creating an organizational culture and climate that supports learning and development.

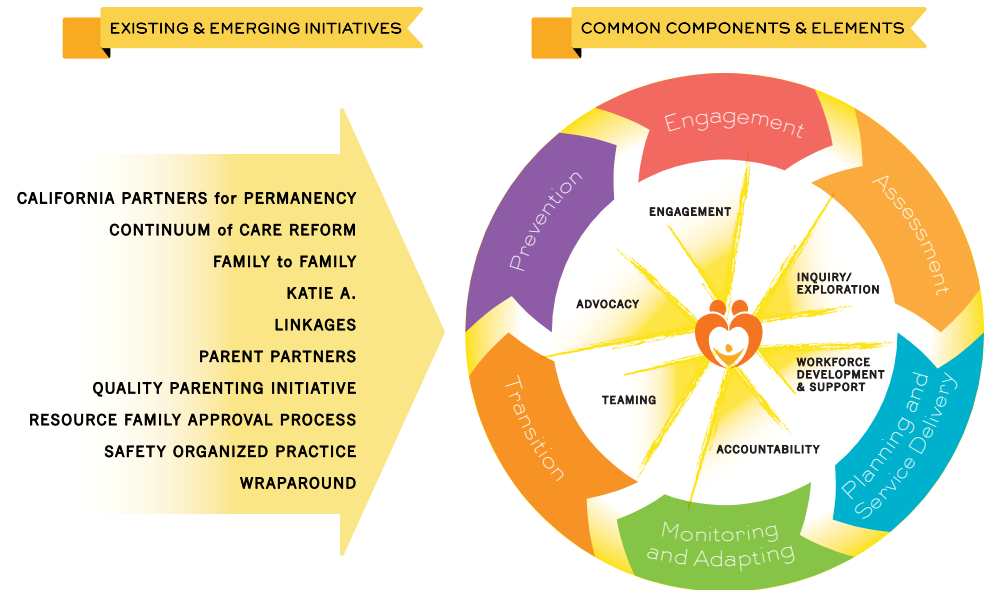


CASEWORK COMPONENTS – WHAT WE DO

The model has six key practice components. The practice components are the basic activities of collaborative work with children, youth, and families involved with child welfare. They are:

- **PREVENTION** – Child welfare prevention efforts focus on reducing risk factors and strengthening or increasing protective factors in families through a variety of programs and initiatives including differential response and home visiting.
- **ENGAGEMENT** – Family engagement is a family-centered and strengths-based approach to partnering with families in making decisions, setting goals, and achieving desired outcomes. It is founded on the principle of respect—communicating openly and honestly with families in a way that supports disclosure of preferences, family dynamics and culture, and individual experiences, so that the individual needs of every family and child can be met.
- **ASSESSMENT** – Assessment is a continuous process of discovery with families that leads to better understanding of the events and behaviors that brought the children and families into services, helps families identify the underlying needs that affect the safety, permanency, and well-being of the family, children, and youth.
- **PLANNING AND SERVICE DELIVERY** – Service planning involves working with the family and their team to create and tailor plans to build on the strengths and protective capacities of the youth and family members, in order to meet the individual needs for each child and family.
- **MONITORING AND ADAPTING** – Monitoring and adapting are part of the practice of continually monitoring and evaluating the effectiveness of the plan while assessing current circumstances and resources. It is the part of the planning cycle where the plan is reworked as needed.
- **TRANSITION** – Transition is the process of moving from formal supports and services to informal supports, when intervention by the formal systems is no longer needed.

¹ This definition of casework components was informed by the Katie A. Core Practice Model <http://www.childsworld.ca.gov/res/pdf/CorePracticeModelGuide.pdf>. The Casework Components developed for the model are informed by and consistent with CAPP, Katie A., and SOP.



The programs and practices that have informed the development of the Casework Components and Practice Elements have had extensive community and tribal participation in their development and/or implementation at local and statewide levels.

- The elements that are included in the Practice Model are reflective of the elements that have been developed and supported by both state and local partners.
- Key programs include: Katie A., California Partners for Permanency, Safety Organized Practice, Family to Family, among others.
- County, community, and tribal members have participated in the development or implementation of these practices, or both.

PRACTICE ELEMENTS – HOW WE DO IT

The practice elements identified in the model link the values and principles to the core aspects of practice that are essential to the model's success. They are the broad actions essential to promoting safety, permanency, and well-being for all children and youth. Each element is further defined and operationalized in practice behaviors that guide social workers in their practice with families, children, youth, young adults, caregivers, and communities.²

The practice elements in the California Child Welfare Core Practice Model are the broad actions we take to promote safety, permanency and well-being for all children and youth. Each element is further defined and operationalized in behaviors that guide practitioners in their practice with families, youth, and their supportive communities and tribes.



² This definition of practice elements is informed by the CAPP Child and Family Practice Model <http://www.cfpic.org/practice-models/cfpmcapp/model>. The Practice Elements developed for the model are informed by and consistent with CAPP, Katie A., and SOP.

Engagement

We continuously engage with families, their communities and tribes:

- We listen to families, tribes, caregivers, and communities and respect and value their roles, perspectives, abilities, and solutions in all teaming and casework practice.
- We encourage and support families and youth speaking out about their own experiences and taking a leadership role in assessing, finding solutions, planning, and making decisions.
- We affirm the family's experiences and create achievable goals in collaboration with the family.
- We use solution-focused, trauma-informed engagement practices and approach all interactions with openness, respect, and honesty. We use understandable language. We describe our concerns clearly.
- We connect with families, children, youth, communities, tribes, and service providers to help build networks of formal and informal supports and support connections.



Inquiry/Exploration

We explore well-being, family relationships, natural supports, and safety concerns:

- We use inquiry and mutual exploration with the family to find, locate, and learn about other family members and supportive relationships children, youth, young adults, and families have within their communities and tribes.
- We explore with children, youth, and young adults their worries, wishes, where they feel safe, and consider their input about permanency and where they want to live.
- We work with the family throughout our involvement to identify family members and other supports for the family, children, youth, and young adults.
- We conduct early and ongoing screening and comprehensive assessments to inform our efforts to address safety, permanency, and well-being.

Advocacy

We advocate for services, interventions, and supports that meet the needs of families, children, youth, and young adults:

- We promote use of effective, available, evidence-informed, and culturally relevant services, interventions, and supports.
- We speak out for children, youth, young adults, and families in order to support them in strengthening their family, meeting their needs, finding their voice, and developing the ability to advocate for themselves.
- We advocate with youth to promote permanency and permanent connections.

Teaming

We work in partnership with families, communities, tribes, and other professionals and service providers working with the family:

- We rely on the strength and support that a family's community, cultural, tribal and other natural relationships can provide to help the family meet their underlying needs.
- We facilitate partnerships with formal and informal networks to help the family build an ongoing circle of support.
- We build teams by demonstrating respect, following through, and talking about and agreeing on team roles and team dynamics.
- We facilitate dialogue with families and their teams to ensure that we understand their point of view.
- We collaborate with youth, young adults, families, and their teams in assessment, decision-making, and planning.
- We ensure that every assessment and decision is the product of the work of both the social worker and the family, and in many cases inclusive of the collaborative work within the child and family team.
- We work with youth, young adults, families, and their teams to develop and adapt service plans to help youth, young adults, and families overcome barriers and find services and supports that meet their needs.

Accountability

We work to achieve positive outcomes for children, youth, young adults, and families in the areas of safety, permanency, and well-being:

- We measure our practice against identified system goals and seek continuous growth and improvement.
- We help families, children, youth, and young adults achieve what is important to them.
- We provide culturally relevant/promising practices/innovative practices and ensure service linkage/accountability in service provision.

Workforce Development and Support

We provide support to the workforce:

- We offer professional development opportunities, leadership, supervision, coaching, and workload supports that facilitate a healthy and positive workforce.
- We use intentional communication to build and maintain our system as a learning organization.
- We partner with families and stakeholders to collect and analyze qualitative and quantitative data, for the purpose of evaluating service delivery and how well front line practice aligns with the practice model.



CALIFORNIA CHILD WELFARE CORE PRACTICE MODEL BEHAVIORS

Core Practice Model behaviors are the action oriented aspect of the practice model that defines expected leadership and social work practice. For practitioners they bring the model's theoretical framework, values, and elements to life by clearly describing the interactions between social workers and families, children, youth, young adults, communities, and tribes. Practice behaviors provide guidance about how to use the practice model, ensuring staff and agency behavior are consistent with the practice model's theoretical framework, values, and elements. Leadership behaviors provide parallel guidance to Directors, Managers, Supervisors, and others in bringing the model's theoretical framework, values, and elements to life by clearly describing the interactions between agency leadership and staff, and also between agency leadership and external stakeholders, in implementing the California Child Welfare Core Practice Model.³ The Behaviors on the following page are the top-level summaries of behaviors in each category. The full list of Practice and Leadership Behaviors can be found at <http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0>.

³ This definition of practice behaviors is informed by the CAPP Child and Family Practice Model Packet <http://www.cfpic.org/sites/default/files/CHILD%20AND%20FAMILY%20PRACTICE%20MODEL%20PACKET.pdf>. The draft practice behaviors are informed by and consistent with CAPP, Katie A., and SOP.

FOUNDATIONAL BEHAVIORS

- Be open, honest, clear, and respectful in your communications
- Be Accountable

PRACTICE BEHAVIORS	LEADERSHIP BEHAVIORS
<p>Engagement Behaviors</p> <ul style="list-style-type: none"> Listen to the child, youth, young adult, and family, and demonstrate that you care about their thoughts and experiences. Demonstrate an interest in connecting with the child, youth, young adult, and family and helping them identify and meet their goals. Identify and engage family members and others who are important to the child, youth, young adult, and family. Support and facilitate the family's capacity to advocate for themselves. 	<p>Engagement Behaviors for Leadership</p> <ul style="list-style-type: none"> Create opportunities to gain new knowledge and skills, try new things, learn from mistakes, and take time to use critical thinking and reflection, even in times of crisis. Establish and maintain regular and frequent communication to encourage an active partnership that engages staff at all levels in implementation and system improvement activities. Show that you care by listening to stakeholders (children, families, community members, and Tribes) and staff at all levels to hear their successes, concerns/worries, and ideas for working together to both celebrate successes and overcome barriers. Create regular opportunities to explore and affirm the efforts and strengths of staff and agency partners, fostering leadership through gains in skill and abilities, confidence, and opportunities to mentor others.
<p>Assessment Behaviors</p> <ul style="list-style-type: none"> From the beginning and throughout all work with the child, youth, young adult, family, and their team to engage in initial and on-going safety and risk assessment and permanency planning. 	<p>Inquiry/Exploration Behaviors for Leadership</p> <ul style="list-style-type: none"> Track and monitor barriers and challenges. Be transparent with staff and stakeholders (children, families, community members, and Tribes). Seek input and perspective to develop solutions at all staff levels and with stakeholders. Advance mutually reflective, supportive supervision at all levels.
<p>Teaming Behaviors</p> <ul style="list-style-type: none"> Work with the family to build a supportive team that engages family, cultural, community and Tribal connections as early as possible. After exploring with the family how their culture may affect teaming processes, facilitate culturally-sensitive team processes and engage the team in planning and decision-making with and in support of the child, youth, young adult, and family. Work with the team to address the evolving needs of the child, youth, young adult, and family. Work collaboratively with community partners to create better ways for children, youth, young adults, and families to access services. 	<p>Teaming Behaviors for Leadership</p> <ul style="list-style-type: none"> Develop partnerships with effective community-based service providers with cultural connections to families receiving services. Work with families, youth, communities, and other stakeholders and peers as active partners in implementation of best practices, policy development, and problem-solving to support the CPM. Model inclusive decision-making with staff at all levels across agencies and with partners using teaming structures and approaches to implement and support the CPM.
<p>Service Planning and Delivery Behaviors</p> <ul style="list-style-type: none"> Work with the family and their team to build a culturally sensitive plan that will focus on changing behaviors that led to the circumstances that brought the family to the attention of the child welfare agency and assist the child, youth, young adult, and family with safety, trauma, healing, and permanency. 	<p>Advocacy Behaviors for Leadership</p> <ul style="list-style-type: none"> Promote advocacy by providing frequent and regular opportunities for Tribes, agency partners, staff, youth, families, and caregivers to share their voice. Advocate for the resources needed to support and develop staff, and to provide effective, relevant, culturally responsive services for families.
<p>Transition Behaviors for Social Workers</p> <ul style="list-style-type: none"> Work with the family to prepare for change in advance and provide tools for managing placement changes, social worker changes, and other significant transitions. 	<p>Accountability Behaviors for Leadership</p> <ul style="list-style-type: none"> Listen and provide timely feedback to staff and stakeholders and establish a shared expectation for follow-up. Support staff and hold each other accountable for sustaining the CPM by utilizing a practice to policy feedback loop that engages staff and stakeholders in data collection and evaluation. Identify and implement a transparent process at all levels to track staffing gaps and plan organizational changes. Identify and implement a transparent process at all levels to monitor for practice fidelity and effectiveness.

CHILD WELFARE CORE PRACTICE MODEL LEADERSHIP BEHAVIORS



FOUNDATIONAL BEHAVIORS FOR LEADERSHIP AND ALL AGENCY STAFF

1. *Be open, honest, clear and respectful in your communications*

- a. Use language and body language that demonstrate an accepting and affirming approach to all staff.
- b. Address individuals in person and in writing by the name, title and pronouns they request.
- c. Show deference to Tribal Leadership and their titles in written and verbal communications.
- d. Be transparent about your role and responsibilities and expectations of the agency.

2. *Be Accountable*

- a. Model accountability and trust by doing what you say you're going to do, being responsive, being on time and following federal and state laws.
- b. Be aware of and take responsibility for your own biases.

ENGAGEMENT BEHAVIORS FOR LEADERSHIP

3. *Create a learning environment*

- a. Demonstrate commitment to the professional development of staff by providing opportunities for staff to gain new knowledge and skills through multiple strategies (training, coaching, and leadership opportunities).
 - i. **Directors:** Ensure staff at all levels have the training, coaching and system support needed to consistently use the practice model.
- b. Create a learning environment in which mistakes are seen as opportunities to learn and grow.
- c. Foster a culture of thinking about the work, trying new things and new approaches for everyone that will make the agency more efficient and effective.
- d. Pause and take time to use the practice model to guide response and interaction, even in times of crisis.

4. *Engage staff in implementation and system improvement*

- a. Participate with staff on implementation and identify what you are doing to support and sustain the CPM.
 - i. **Supervisors:** Participate on the CPM implementation team.
 - ii. **Supervisors:** Establish unit CPM goals and communicate them in unit meetings and individual supervision.
 - iii. **Managers:** Create and participate in implementation team(s) for CPM.
 - iv. **Directors:** Establish division CPM goals and communicate them at every opportunity.

- v. **Directors:** Establish and maintain regular and frequent communication between the leadership team and the implementation team.
- vi. **Directors:** Establish agency CPM goals and communicate them at every opportunity.
- vii. **Directors:** Include staff in creation of the vision for CPM and explain how staff roles play a key part in creation of the vision.
- b. Use positive motivation, encouragement and recognition of strengths to show your support of staff implementation efforts.
- c. Engage staff and managers at all levels to identify ways to improve system efficiency and remove barriers for staff.

5. *Show that you care*

- a. Demonstrate that you hear and care about the thoughts and experiences of staff and stakeholders (children, families, community members and Tribes) as they implement and sustain the CPM by establishing feedback loops and regular mechanisms to report progress and outcomes.
- b. Communicate hope and understanding by listening to staff challenges and engaging in solution-focused strategies to work together to solve problems.
- c. Show compassion and provide support and encouragement by listening to staff at all levels in the organization to hear their successes, concerns/worries and ideas about implementing, supporting and sustaining the model.
 - i. **Supervisors:** Provide a mechanism for unit staff to voice their challenges and successes with CPM and share those challenges and success with managers and directors.

6. *Recognize staff strengths and successes*

- a. Create regular opportunities to affirm agency organizational strengths and the efforts of staff and partners in their daily work.
- b. Foster leadership by staff at all levels, helping them recognize and gain confidence in their strengths.
 - i. **Supervisors:** Foster leadership of staff, helping them recognize and gain confidence in their strengths, for example, by providing opportunities in unit meetings to share some of the successful outcomes of their casework and the casework skills they utilized.
 - ii. **Managers:** Foster leadership of staff, helping them recognize and gain confidence in their strengths, for example, by providing opportunities to take on lead assignments that demonstrate their skills and abilities such as meeting with community stakeholders to describe CPM.
 - iii. **Directors:** Foster leadership of staff, helping them recognize and gain confidence in their strengths, for example, by providing opportunities to share their experience and mentor new managers.

INQUIRY/EXPLORATION BEHAVIORS FOR LEADERSHIP

7. *Seek feedback*

- a. Meet regularly with staff and stakeholders (children, families, community members and Tribes) to understand their perspectives, develop consensus and create a path forward that is sensitive to the varied needs and concerns of all parties.

- b. Regularly elicit feedback from staff and stakeholders (children, families, community members and Tribes) by means of focus groups, surveys and community meetings.
 - i. **Supervisors:** Explore with staff any concerns they might have with the CPM in their child welfare role.
 - ii. **Supervisors:** Explore with staff barriers and solutions to implementing and sustaining the model.
 - iii. **Managers:** Keep track of and acknowledge barriers and challenges impacting the division and be transparent with staff about what can be accomplished and what cannot.
 - iv. **Managers:** Explore with supervisors and directors barriers and solutions to implementing and sustaining the model.
 - v. **Directors:** Keep track of and acknowledge barriers and challenges impacting the organization and be transparent with staff and partners about what can be accomplished and what cannot.
- c. Seek out and invite in input from staff in the organization:
 - i. **Supervisors:** Hold regular supervision meetings with staff to review casework for fidelity to the CPM and to actively seek input and develop solutions for issues that impact the social worker's ability to work effectively with children, youth and families.
 - ii. **Managers:** Hold regular supervision meetings with supervisors to review their unit's work and to actively seek input and develop solutions for issues that impact the ability of their unit to work effectively within the Division and with children, youth and families.
 - iii. **Directors:** Hold regular supervision meetings with managers to review the work of their division and to actively seek input and develop solutions for issues that impact the ability of their division to effectively deliver services to children, youth and families consistent with the CPM.

ADVOCACY BEHAVIORS FOR LEADERSHIP

8. *Promote advocacy*

- a. Provide frequent and regular opportunities for Tribes, agency partners, staff, youth, families and caregivers to share their voice.

9. *Advocate for resources*

- a. Advocate for the resources needed to support and develop staff.
 - i. **Supervisors:** Provide information to management about gaps in staffing and necessary resources needed to implement CPM.
 - ii. **Managers:** Provide information to executive leadership regarding staffing gaps to support requests for additional resources to fill the gaps.
 - iii. **Directors:** Become a champion for the CPM by advocating for resources to support CPM practices and working to establish policies and practices that eliminate barriers for staff.
 - iv. **Directors:** In partnership with the implementation team, review planning goals and timeframes for training, coaching, policy and practice change so that expectations for staff are clear and realistic.
- b. Advocate for the resources needed to provide effective, relevant, culturally responsive services for families.

- i. **Supervisors:** Provide information about gaps in services and resources needed to implement CPM.
- ii. **Managers:** Actively seek information about gaps in services for families and advocate to executive leadership for resources.
- iii. **Directors:** Ensure that all contracts are supportive of CPM practices and aligned with the CPM.
- iv. **Directors:** Realign existing resources to support CPM.
- v. **Directors:** Review existing and new initiatives to ensure that key components are congruent with and integrated into the CPM implementation and planning.

TEAMING BEHAVIORS FOR LEADERSHIP

10. *Build partnerships*

- a. Develop partnerships with effective community-based service providers with cultural connections to families receiving services from the CWS agency.
 - i. **Supervisor:** Gather information from staff and families about the services available in the community and work to identify new potential service partners.
 - ii. **Manager:** Under the direction of the child welfare director, sustain partnerships with effective community-based service providers with cultural connections to families receiving services from the CWS agency.
 - iii. **Managers:** Develop partnerships with stakeholders to support CPM implementation.
 - iv. **Directors:** Actively establish and facilitate community partnerships by initiating, attending, and participating in inter-agency collaborations to implement, support and sustain the CPM.
 - v. **Directors:** Meet with the Court to develop an understanding of CPM and identify actions the Court can take to support implementation and use of the CPM.
 - vi. **Directors:** Actively establish and facilitate partnerships with other Divisions in the Agency (such as Staff Development and Fiscal) to implement, support and sustain the CPM.
 - vii. **Directors:** Ensure partner agencies receive information about the CPM and support them in aligning their work with the practice model.

11. *Work with partners*

- a. Work collaboratively with families, youth, resource families and cultural, community and Tribal representatives as active partners in the local implementation of the CPM and in ongoing policy development and operations.
- b. Engage with peers from other counties to share best practices and problem-solve.

12. *Model teaming*

- a. Model inclusive decision-making.
- b. Model and stress the importance of teaming by developing partnerships and MOUs and talking with staff about relationships and teaming efforts across divisions, across agencies and with external partners.
- c. Model use of teaming structures and approaches to implement and support the CPM.
 - i. **Supervisors:** Model teaming behaviors with other supervisors within the division and with internal and external partner agencies (Linkages).

- ii. **Supervisors:** Model teaming at unit meetings through thoughtful listening, being respectful, including unit members as partners in the work.
- iii. **Supervisors:** Develop and follow collaborative team-based processes for transition points within the system.
- iv. **Managers:** Encourage teaming behaviors among supervisors and across divisions.
- v. **Managers:** Develop policies and processes that facilitate and promote teaming across divisions, across agencies and with external partners.

ACCOUNTABILITY BEHAVIORS FOR LEADERSHIP

13. *Listen and provide feedback*

- a. Explore complaints, barriers and problems through a transparent process of inquiry that includes listening to those involved, identifying others who need to be included, developing a shared expectation about follow-up and reviewing other data and information in order to make balanced assessments and informed decisions.
- b. Be transparent to staff and stakeholders about barriers and why some requested changes cannot be made.
- c. Provide regular updates on any findings regarding complaints, barriers and problems, and share action steps that have been taken to address concerns.
- d. Respond to inquiries from staff and stakeholders (families, caregivers, agency partners, community and Tribes) within 24 business hours to acknowledge the concern or question and establish a shared expectation for follow-up.
- e. Meet with the workforce regularly and frequently to hear concerns and address them in a transparent manner, using a defined process and demonstrating actions taken to address concerns.
 - i. **Supervisors:** Provide information from staff to management.
 - ii. **Managers:** Inform executive leadership of the needs of the Division.
 - iii. **Directors:** Have a communication plan for ongoing dialogue with all Department staff and provide clear, frequent communication to the whole organization and be open to input.

14. *Hold each other accountable*

- a. Engage in a CQI process to evaluate the process used to implement the CPM, model fidelity and the effectiveness of the CPM.
- b. Identify and implement tools (dashboards, data points, charts) to monitor outcomes and measure effectiveness of the CPM.
- c. Engage stakeholders (families, youth, caregivers, Tribes and agency partners) in data collection and evaluation efforts.
- d. Support staff and hold each other accountable for sustaining the practice model by holding regular supervision meetings at all levels, and including practice behaviors in performance evaluation, professional development, coaching and mentoring activities, and progressive discipline.
 - i. **Supervisors:** Use supervision and coaching to address casework practices that are inconsistent with the CPM.
 - ii. **Supervisors:** Provide tools that help staff understand the link between the CPM and what is expected of them in their casework; use these expectations in supervision meetings, unit meetings and performance reviews.

- iii. **Managers:** Provide regular updates or reports to stakeholders and partners as appropriate.
- iv. **Directors:** Provide regular updates to agency partners and the Board of Supervisors as appropriate.

15. Monitor organizational effectiveness

- a. Identify and implement a transparent process to monitor for staffing gaps and plan organizational changes to ensure staff can meet demands of caseloads.
 - i. **Supervisor:** Review casework through individual supervision meetings and tracking logs, and provide information at unit meetings and at division meetings to transparently develop recommendations for the manager and director about the work in the unit and the need for staffing increases or workload modification.
 - ii. **Manager:** Review workload of the division through regular supervision and division meetings, review staffing and caseloads through tracking logs, and work to balance caseload by fair distribution of case assignments and by informing the director of needed staffing increases.
 - iii. **Director:** Review the workload of the Department through regular supervision and through review of reports submitted outlining workload and staffing needs.

16. Monitor practice effectiveness

- a. Identify and implement a transparent process to monitor for practice model fidelity and effectiveness.
 - i. **Supervisor:** Gather information from staff and families about the quality of services delivered.
 - ii. **Supervisors:** Use tracking tools to follow practice model fidelity and outcomes on families being served by the staff in their unit.
 - iii. **Managers:** Develop and track measures that evaluate fidelity to and effectiveness of CPM.
 - iv. **Directors:** Accept responsibility for the implementation of CPM.
 - v. **Directors:** Monitor fidelity to and outcomes of CPM, and adjust implementation processes as needed.



DIRECTORS INSTITUTE

Building Capacity. Leading Implementation.

The Leading Edge

The DIRECTORS INSTITUTE aims to develop a cohort of strong, effective leaders to support and sustain local use of the California Child Welfare Core Practice Model (CPM). By January 2018, all County Child Welfare Directors (CWDs) will have the individual skills & organizational resources to systematically implement the CPM.



Director's Corner—Bringin' It All Back Home

The December 7 and 8 2017 Directors Learning Session in Berkeley represented the culmination of a year of very hard work carried out by California's Child Welfare Directors and their key staff in moving towards the installation and implementation of our Child Welfare Core Practice Model. The materials from the Session will be posted on the CalSWEC website but we wanted to provide a brief recap of the important work that was accomplished in Berkeley and the next steps as we move forward.

Our learning objectives in Berkeley, which we believe we successfully achieved, were:

- Understand and apply lessons from peers who are exploring readiness activities for CPM implementation
- Become familiar with an array of resources and tools and how they support counties' own outcome-orientated CPM

- Be more prepared to return to own counties and take next steps in implementation assessment, planning, and capacity activities
- See how local implementation planning aligns with the Directors Institute and ongoing support activities in 2018

The planning committee felt that to achieve these objectives it was important to start the session with a recap of why it is important to pay attention to implementation in order to be successful in bringing the CPM to life across California. We were reminded that only 10-15% of organizations are able to successfully implement strategies without implementation supports and confirmed that the planning activities of the Directors Institute supports---CFPIC, CalSWEC, and the RTA's---will continue to be deployed to help ensure that all counties are successful in their implementation.

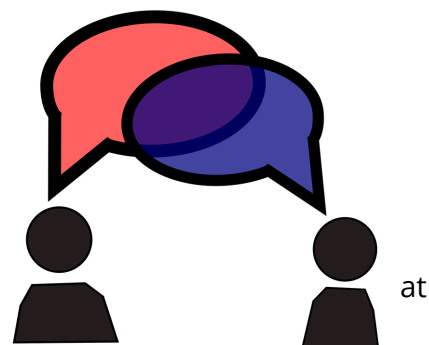
Bringin' It All Back Home cont...



Robin offered a simple, clear and compelling presentation on the value of taking a “theory of change” and “logic modeling” approach to our work, and helped unpack the theory of change that is guiding all of our work in moving towards the implementation of the CPM. In addition to the slide presentation that we will post, we are fortunate that Robin has written an article on his presentation that is included in this issue of the Leading Edge.

Robin then introduced Gary Taylor and Deanna Avey-Motikeit, who offered their perspectives as recent Child Welfare Directors on how the theory of change that will guide county work is already embedded in the counties’ CSA and SIP work---that, as we have often said—the CPM is not something new but is a new way of looking at and structuring the work that counties already are doing.

The rest of Day 1 consisted of structured presentations by each Development Circle that gave a preview of their accomplishments in 2017, followed by a “Trade Show,” where the Directors were able to delve deeper into the work of the Development Circles in having free-flowing conversations with the faculty from each DC, including a more close-up look the tools that they have developed.



Day 2 then focused on the structured planning process that we have started to put in place to guide counties in bringing the CPM home. Two intrepid counties—Mariposa and Tuolumne—reported on their experiences in trying out the Snapshot process and provided great insight into the ways that counties can use this process to understand where they and their communities are in the process of integrating the CPM into their work. Counties were then given sample Snapshots from three fictitious counties (small, medium and large) that they were able to review and discuss with counties of like-size at their tables.

Leslie Ann Hay then provided a preview of the Implementation Planning Guide that she has developed to link the findings from each county's snapshot to a structured planning process that guides each county in using the DC tools to begin setting objectives and time frames for their own implementation activities.



We concluded with some thoughts about the road ahead and then adjourned for a well-earned rest.

Those who were at the Learning Session will recall that we projected another Learning Session in April, preceded by a number of webinars.

At this time we are rethinking the time frames and how best to effectively support implementation across the state and will be revisiting those while still maintaining our commitment to support each county in bringing the CPM home at their own pace and on their own terms. The revised schedule is included on the last page of this newsletter in the calendar of events.



For those who were unable to attend we want to assure you that we are planning a number of activities that will help you obtain the information that you missed at the Learning Session. As noted above, the materials from the Learning Session will be posted on the CalSWEC website this month. In addition, each Development Circle is developing a toolkit of its materials to post on the CalSWEC site as well. And we are planning a series of webinars over the course of the next few months to review the Snapshot, the Implementation Planning Guide, and the tools from each of the Development Circles, in addition to the planned CPM Messaging Webinar already scheduled for January 25. And we are working with the Regional Training Academies to continue to offer peer-support counties in monthly Regional meetings and regular updates at the CWDA Children's Committee meetings.

[Click here](#) to view the activities we have planned through summer.



Circling Over the DC's: Updates from the Development Circles



Last spring the Child Welfare Directors brought forward an amazing array of talented staff to participate in the Development Circle process over the last 9 months. These amazing leaders have worked with DI faculty to develop an array of tools and resources to support active implementation of CPM. As the goal of the DCs has essentially been met, we wanted to provide a final update on what each DC accomplished and express gratitude for the hard work and tremendous commitment across a total of over 30 counties. All DC participants are listed at the back of this issue. Each of the DCs will be ramping down their work over the next month and new opportunities for field involvement in regional and/or statewide CPM implementation activities will be announced shortly.

Engagement, Relationships & Partnerships

Drawing from a rich array of partnership experiences guided by the leadership skills of supervisors, managers and Directors from 14 counties, the ERP Development Circle has completed its work. The final product is an integrated Toolkit to help counties understand, model and reinforce 20 principles of engagement, relationship and partnership that advance implementation of CPM. From understanding biases to establishing linked teaming structures with partners, these core tenets of partnership are organized around the following aspects of building effective collaborations needed for CPM to thrive:

- Pre-Work: Preparing to share CPM with the child welfare partner community
- Early Engagement: Laying the foundation for orienting partners to CPM
- Barrier Busting: Working together to reduce system barriers to CPM implementation
- Stronger Together: Aligning partnership with quality implementation of CPM practice
- Sustaining Change: Monitoring CPM implementation in partnership with the community

A total of 17 resources, exercises and strategies are linked throughout the ERP Toolkit offering county implementation teams various ways to strengthen CPM-related partnerships within their agencies, systems and communities.

We are so grateful for the creativity, insight and dedication of everyone who contributed to the ERP DC process and product. (ERP DC members are listed on back page of this newsletter). None of this work could have been possible without the tireless support and guidance from our ERP Champions: Aaron Crutison (Solano), Lori Medina (Monterey), Madeline Roachell (Los Angeles) and Leslie Griffith (El Dorado) in collaboration with faculty members Jennifer Buchholz, Aprille Flint, Leslie Ann Hay, and Gary Taylor.

Organizational Readiness

Too often, organizations fail to pay attention to *their* role to support the use of any program or practice model. Organizational Readiness describes a developmental point when an organization has the basic resources, abilities, and willingness to engage in implementing the CPM. Organizations that nurture and sustain high levels of readiness are more likely to initiate change, exert greater effort, exhibit greater persistence, and display more cooperative behavior. The goal of the ORB development circle was to develop resources and tools that would first, help counties assess their organizational readiness for implementing the CPM, then guide counties to sustain it, paying attention to the role of leadership, climate, teaming structures, communication, and using data to inform implementation activities. We are so thrilled to report that not only did we develop some key tools, 7 counties tested them, gathered feedback and shared their experiences about two areas:

- **Communication for engaging others in readiness building to implement the CPM**
- **Assessing organizational readiness (with its companion ORB Planning Guide)**

The ORB DC was blessed to have engaged thirteen counties our design and testing work! We were skillfully lead by faculty Karen Gunderson, Virginia Rondero Hernandez, Mark Lapiz, Darlene Hill, Lucia Weiss, Renee Boothroyd, and Andrea Sobrado. Still, none of this work could have been possible without the critical voice and guidance from our Director Champions: Sylvia Deport (San Francisco), Nick Honey (Sonoma), Dianna Wagner (Shasta), and Wendy Osikafo (Kings), and the commitment to the ever so needed “reality check” from the entire circle membership listed on the back page of this newsletter.



Quality Outcomes and System Improvement

The Quality, Outcomes, and System Improvement Development Circle (QOSI) convened leadership from 15 counties to develop a logic model approach for planning, visualizing, and evaluating local CPM implementation and change. The QOSI group developed a sample CPM Theory of Change, identified 14 Critical CPM Short-Term Outcomes, developed a Framework and Facilitation Guide to assist counties and their partners in creating a local CPM logic model (called a “CPM Blueprint for Change”), and has recently begun work with CDSS to explore how existing CFSR case review processes might generate relevant short-term CPM outcome data.



QOSI, cont...

The QOSI Facilitation Guide provides talking points, activities, and resources for identifying the CPM outcomes that are most important locally, and then focuses on the strategic implementation activities likely to lead to those outcomes. In addition, a Data and Outcomes Guide is being developed to assist counties in using timely, relevant, low-burden CPM implementation and outcome data for on-going decision-making and improvement.

QOSI developed this practical, streamlined approach through the incredible leadership and support of its champions, Marlene Hagen (San Bernardino), Judy Webber (Ventura), Lora Larson (Calaveras), and Maryam Fatema (Los Angeles), and the many county representatives who so generously shared their leadership, expertise, and vision (see back page of this newsletter). The teaming and support of QOSI faculty - Nancy Satterwhite, Crystal Luffberry, Deanna Avey-Motikeit, Jay Bell, Daniel Webster, Robin Jenkins, Leslie Ann Hay, Dawn Shoonhoven Scott, and Maggie Walsh – were also essential in navigating QOSI opportunities and challenges.

Workforce Development

Workforce development is essential for translating a practice model to actual, on-the-ground social work practice with children, youth and families. To support this goal, the Workforce Development DC produced several different tools/processes in two focus areas: (1) recruitment, screening and selection, and (2) training and coaching. Guided by the idea that supervisors are the key to social worker implementation of CPM, all tools developed by our DC are aimed at helping develop the workforce at all levels as counties implement the CPM.



Recruitment, Screening & Selection Tools: These tools support candidate self-selection into child welfare positions and assist in the employee selection process. The tools include a realistic job preview letter, an employee selection and interview protocol, and a realistic job preview video, which is still in development.

Training and Coaching Tools: Many different tools were developed to support individuals at all levels of the organization to achieve real-

life application and implementation of CPM. An overview training about CPM was created that can be used with staff, community partners and other interested groups. Four separate “one-pagers” were developed to provide a user-friendly format for the Practice Behaviors and the Leadership Behaviors for supervisors, managers and directors. Additionally, a series of six “one-pagers” for supervisors were developed that help serve as a practical bridge between the Values, Practice Elements, Casework Components and Practice Behaviors of the CPM and child welfare supervisory practice. Additionally, we created the Practice Profiles and Leadership Profiles, which allow for staff, in partnership with their supervisor, to assess or scale where they are developmentally in their use of the Practice Behaviors and what steps they might take to improve their proficiency.

Finally, we created two versions of a Supervision/Coaching Guide, which helps supervisors keep the focus of supervision and coaching on staff's application of the CPM Practice Behaviors, as well as align with the Practice Profiles by integrating into supervision how application of CPM practice is going. All of these documents are available online at <https://www.oercommons.org/authoring/26084-california-child-welfare-core-practice-model-cpm-w/view>

Workforce Development was honored to have Marie Brown-Mercadel (Riverside), Michelle Love (Alameda) and Anita Ortiz Guerrero (Tulare) as our Champions. Our DC faculty and key participants included Susan Brooks (UC Davis), Anita Barbee (University of Louisville), Karen Lofts-Jarboe, Mark Lapiz (Santa Clara), Sharon Kollar (National Child Welfare Workforce Institute), Linda Martinez (Santa Clara), Marcy Hara (CalSWEC), Ivy Jackson (Riverside) and Alison Book (UC Davis). We are grateful to Los Angeles, Mariposa, Riverside and Tulare counties for testing our tools! And huge thanks to all the other county staff who supported the work and are listed at the back of this newsletter.

Theories of Change: Why Important to CPM Implementation?

So, you've seen the headline on this page and started to zoom on past because it sounds like one of those social science "technical" things? Come back! Theories of change aren't that complicated – the name just needs a little work. The term theory of change comes from the idea that to make something different, we should understand the "road map" (pathway) as to how to



get from point A, to point B. For example, when your car starts to sputter and gasp, you take it to the mechanic. He (or she) asks you to describe what it's doing ("what's wrong"). You tell them the symptoms, they check it out, diagnose the problem and suggest a solution. This is essentially the mechanic's theory of change. By assessing the car (a system), diagnosing the symptoms (looking at data), and suggesting and performing the repair (using evidence and experience to resolve or improve things), the mechanic is following an evidence-informed pathway to improve your car. His/her theory is guided by prior evidence, experience and "know how".

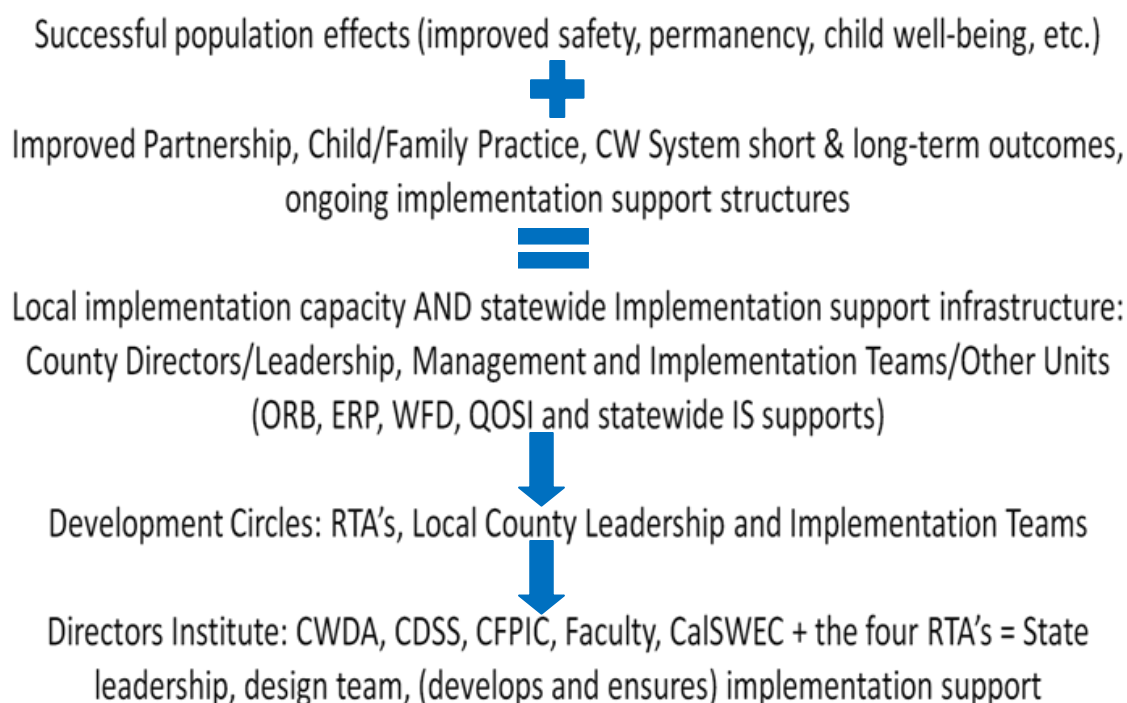
When we need to do something new (or improve) human services, we must make the case that whatever we plan to do is better than the old way. The Core Practice Model (CPM) **is** better, as evidence **and** practice teach us. To spread the good word about CPM, and to foster agency readiness to

"Theories of change aren't that complicated ... to make something different, we should understand the 'roadmap'...how to get from point A to point B."

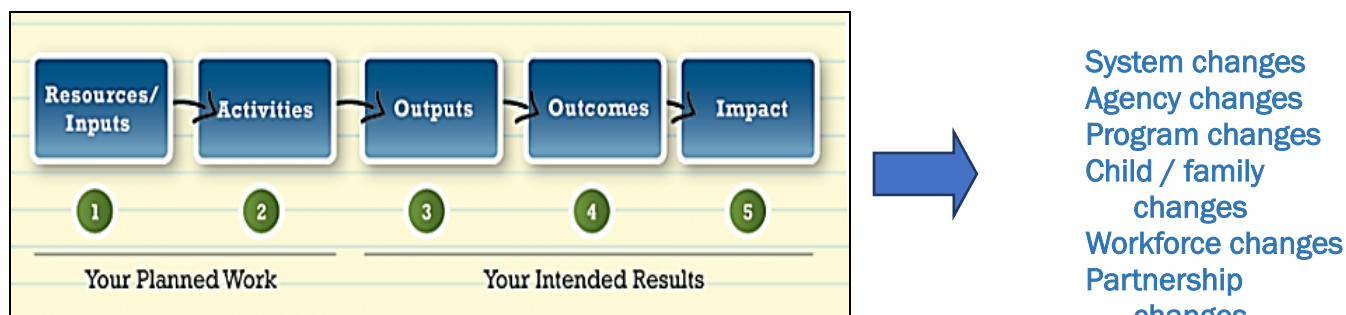
implement it, the Directors Institute (DI) created a series of meetings, resources and tools to help explore, build readiness and plan for CPM implementation. The DI built the entire process on a theory – its theory of change. Implementation science teaches us that when people are asked to take on a new program or practice they do it much better and with a higher degree of commitment when they understand the reasons why they are asked to do it (e.g., the theory behind the “it”). Human nature finds that we are far more likely to follow through with behaviors if we understand why they happen, and what the expected results should be. So, it is critically important for child welfare directors, managers, supervisors, direct service and other support staff members to understand the essential theory behind the DI as it is grounded in implementation science if agency CPM implementation is to be successful.

The DI theory of change (TOC) was simple. If there were sufficient resources (meeting funds, travel, support to do the DI in various locations around the state) and policy support from leaders across the state, then CFPIC, CWDA, CalSWEC, Regional Training Academies, core faculty and child welfare director “champions” could create a year-long series of hands-on exploration and readiness experiences in 4 core areas so that child welfare agencies (and their human resources) could begin planning and implementing the CPM with ongoing implementation support. The DI’s 4 core areas (from implementation science) were: Organizational Readiness Building; Engagement, Relationships & Partnerships; Workforce Development; and Quality, Outcomes & System Improvement. In visual terms, the graphic below illustrates the total DI TOC:

DI Basic Theory of Change – Easier, & Illustrated



Theories of change always **begin with the end in mind**. They map the change processes (Point A, to Point B) expected by whatever is being implemented, based on the intended outcomes. Then, they help build “program logic” moving from longer term impacts, to shorter term outcomes, followed by outputs, activities, inputs and beginning assumptions. Visually, they look basically like the graphic below:



From W.A. Kellogg, Logic Model Development

By planning for practice **and** agency **and** child/family **and** child welfare system changes through the implementation of the evidence-informed CPM, agencies can then map backwards and plan short-term outcomes, the kinds of outputs (things done to achieve needed outcomes), as well as the activities and resources required. MOST importantly, the DI TOC considers each agency's current context; that is, working with agencies to blend the CPM into ongoing initiatives or practices to avoid adding “yet another thing”. Now that you know the theory and reasons behind all of this, it is much easier to apply this knowledge to your CPM implementation.

“...it is critically important for child welfare directors, managers, supervisors, direct service and other support staff members to understand the essential theory behind the DI as it is grounded in implementation science if agency CPM implementation is going to be successful.”

Development Circle County Participants & Faculty

Organizational Readiness Building

Tamara Davis – **Calaveras**
Debra Oliviera, Wendy Osikafo, Clarissa Ravelo, Trisha Shubert – **Kings**
Axa Cazzaly – **Los Angeles**
Elizabeth Inman – **Madera**
Robert Abair, Anne Bloxom, Jane Collier – **Orange**
Rod Howze, Melissa Lloyd, Kim Pearson, Mindy Yamasaki – **Sacramento**
Sylvia Deporto – **San Francisco**
Mikey Habbestad – **San Joaquin**
Belinda Benassi – **San Luis Obispo**
Dianna Wagner – **Shasta**
Katie Greaves, Nick Honey, Jo McKay, Jamie Ott – **Sonoma**
Jeff Davis, Patricia Stout – **Stanislaus**
Michelle Calder, Ellen Mastright, Leslie Ann Peck – **Ventura**

Faculty

Renee Boothroyd (UNC), Karen Gunderson, Virginia Rondero Hernandez (CalSWEC), Mark Lapid, Lucia Weiss, Andrea Sobrado (CCTA), David Foster (CCTA)

Workforce Development

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David Bradley, Michele Hinkle – **Butte**
Brittanie Mills – **Contra Costa**
David Brownstein – **El Dorado**
Maria Bermudez, Ginny Krebs – **Kern**
Roxanna Flores-Aguilar, Augustin Martinez, Angela Parks-Pyles – **Los Angeles**
Katherine Baker, Jillian Rodriguez – **Mariposa**
Marie Brown-Mercadel, Ivy Jackson – **Riverside**
Mindy Yamaski – **Sacramento**
Shyloh Sterns, Adam Weiner – **San Benito**
Faye Johnson – **San Bernardino**
Sarah Kneeland – **San Diego**
Melissa Connelly – **San Francisco**
Mikey Habbestad, Krystall Moore – **San Joaquin**
Linda Belch, Ben King – **San Luis Obispo**
Gary Beasley – **San Mateo**
Melissa Delgadillo – **Santa Cruz**
Nancy Bolen – **Shasta**
Joe Greene – **Stanislaus**
Gary Kupfer, Anita Ortiz – **Tulare**
Michelle Clark – **Tuolumne**

Faculty

Anita Barbee (University of Louisville), Alison Book (UC Davis/NCTA), Susan Brooks (UC Davis/NCTA), Marcy Hara (CalSWEC), Sharon Kollar (NCWWI), Mark Lapid, Karen Lofts-Jarboe, Linda Martinez, Chris Mathias (BAA)

Quality, Outcomes & System Improvement

Lora Larson – **Calaveras**

Cindy Vogl – **Contra Costa**

Jessica Carrillo, Tricia Gonzalez, Renee Ramirez – **Fresno**

Maryam Fatemi, Angel Rodriguez, Lee Corbett, Lidia Manetta Escobar – **Los Angeles**

Steve Duckworth – **Madera**

Kendra Pashales, Susan Rogers -- **Mendocino**

Norma Pulido – **Merced**

Terry Lynn Fisher, Rita Rangel – **Orange**

Marlene Hagen, Mia Moore – **San Bernardino**

Julia Lenhardt – **San Francisco**

Kristine Frerer – **Santa Clara**

Kim Giardina – **San Diego**

Deborah Hartman, Martha Hines, Marianne Reagan – **Santa Barbara**

Pamela Hewlett Ottinger – **Shasta**

Laurel Hernandez – **Tulare**

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Faculty

Jay Bell, Leslie Ann Hay, Robin Jenkins (UNC), Crystal Luffberry, Deanna Avey-Motikeit, Nancy Satterwhite (SCTA), Dawn Shoonhoven Scott (SCTA), Daniel Webster

Engagement, Relationships & Partnership

Robin Luckett – **Alameda**

Roslyn Gentry – **Contra Costa**

Amanda Devine, Leslie Griffith – **El Dorado**

Jacqueline Do, Madeline Roachell – **Los Angeles**

Shanel Moore – **Madera**

Daniel Bach, Christine Lerable, Lori Medina, Alice White – **Monterey**

Teri Badia, Derrick Perry, Erika Tucker – **Riverside**

Mia Sullivan – **San Bernardino**

Javier Perez – **San Diego**

Barrett Johnson, Jessica Mateu-Newsome – **San Francisco**

Roxanne Stephens – **Santa Clara**

Amber Middleton – **Shasta**

Aaron Crutison – **Solano**

John Fong – **Sonoma**

Darcy Massey – **Tulare**

Faculty

Jennifer Buchholz (BAA), Aprille Flint (BAA), Leslie Ann Hay, Gary Taylor

**Child Welfare Core
Practice Model**

Directors Institute



Institute Sponsors:

CA Department of Social
Services (CDSS)
cdss.ca.gov

County Welfare Director's
Association (CWDA)
www.cwda.org

Child and Family Policy
Institute of CA
www.cfpic.org

California Social Work
Education Center (CalSWEC)
calswec.berkeley.edu

Bay Area Academy
bayareaacademy.org

Northern Training
Academy
humanservices.ucdavis.edu

Central California Training
Academy
fresnostate.edu/chhs/ccta

The Academy for
Professional Excellence
theacademy.sdsu.edu

Calendar of Events

CPM Implementation Planning [February 15](#)

10-11:30 AM

Directors Institute Webinar

Using Organizational Readiness Building Tools [March 15](#)

10-11:30 AM

Directors Institute Webinar

CPM Logic Modeling [April 18](#)

10-11:30 AM

Directors Institute Webinar

Using Workforce Development Tools [May 16](#)

10-11:30 AM

Directors Institute Webinar

Using Engagement, Relationships & Partnership Tools [June 20](#)

10-11:30 AM

Directors Institute Webinar

Learning Session #4 [July 2018](#) (tentative)



CWDA

Advancing Human Services
for the Welfare of All Californians



CFPIC

Child & Family Policy Institute of California



CalSWEC

California Social Work Education Center



CORE PRACTICE MODEL CLARIFICATION : CPM & ICPM

California's service delivery system on behalf of vulnerable children, youth and families presents a potentially confusing policy landscape that can benefit from a brief clarification regarding the use of the term, "**Core Practice Model.**"

To distinguish a practice based approach in a Core Practice Model approach from various specific promising practices, we might use the following definition, adapted from **Child Welfare Casework Practice Model Definition** (Barbee, Christensen, Antle, Wandersman & Cahn, 2011):

A practice model should be theoretically and values based, as well as capable of being fully integrated into and supported by a service delivery system. The model should clearly articulate and operationalize specific casework skills and practices that workers must perform through all stages and aspects of casework in order to optimize the safety, permanency and well being of children who enter, move through and exit the system.

In particular, there are four recent frameworks that correctly identify themselves as Core Practice Models and which have created some potential confusion:

- **Katie A./Pathways to Permanency Core Practice Model**, developed and implemented in 2013 as part of the state's settlement agreement, provides a comprehensive framework for counties to address the mental health and related service needs of children and youth involved with child welfare and probation services. The Pathways Core Practice Model, effective March 2018, is superseded by the Integrated Core Practice Model.
- **California Partners for Permanency (CAPP)/Child and Family Practice Model**, developed between 2010 and 2016, to provide a guide for daily interactions among staff, leadership, children, families, and community and Tribal partners in working together to achieve improved outcomes for children and youth in the Child Welfare system, with an initial goal of improving permanency outcomes for all children and addressing disparate outcomes for African American and American Indian children, youth and families. CAPP was a federally funded demonstration project in four California counties (Fresno, Humboldt, Los Angeles, Santa Clara) that led to the development of the **California Child Welfare Core Practice Model**.
- **The California Child Welfare Core Practice Model**, development phase occurred between 2012 and 2016; 2017 and beyond provides a structured implementation process (Child Welfare Directors Institute) to support all counties in installing this practice. The Child Welfare Core Practice Model is a comprehensive framework that prescribes how services should be developed and delivered in order to support consistent implementation of Child Welfare practice statewide. The goal is to ensure that child welfare professionals are more effective in their roles, while improving accountability and outcomes for children and families throughout the life of each case.
- **The Integrated Core Practice Model**, is an updating of the Pathways CPM, and provides a framework which outlines how services should be developed and delivered

and support consistent implementation of statewide practice across all service sectors. It is intended to facilitate a common strategic and practical framework that integrates a unified and uniform CANS assessment, youth and family engagement process, service delivery, coordination and management, among all those involved in *working with children, youth and parents* in child welfare, juvenile probation, and behavioral health departments. In 2019, the ICPM will be further developed with School and Provider partners to further synthesize and install a universal framework for addressing youth and family needs, regardless of their eligibility or funding source.

The development of a Core Practice Model approach in California has been evolutionary and congruent, with each of these four Practice Models adopting and adapting elements and components from one another in its articulation.

- The initial work that was achieved in developing the **Katie A./Pathways to Permanency Core Practice Model** produced a set of values and principles to guide the work of the partner agencies who strive to address the needs of children and youth in the Child Welfare System with mental health concerns.
- The California Partners for Permanency Project built on and expanded these principles and values and added to them an aspect of operationalization that translated them into observable practice behaviors that could be assessed to measure the fidelity of social workers and leaders in their adherence to the **Child and Family Practice Model**.
- **The Child Welfare Core Practice Model** built on the work of CAPP and the Katie A. Pathways Practice Model, by identifying the theoretical framework that guides Child Welfare work, meeting with statewide and local Child Welfare constituencies to adopt and adapt the values and principles of both efforts, and identifying practice and leadership behaviors that clearly articulate how Child Welfare agencies throughout the state can comprehensively deliver effective services in improving child safety, permanency and well-being.
- **The Integrated Core Practice Model** adopted the theoretical framework, values and principles and Child Welfare-specific practice behaviors from the Child Welfare Core Practice Model. Through the added perspective of workgroups from County Behavioral Health Directors Association (CBHDA) and Chief Probation Officers of California (CPOC), practice behaviors held in common across all three disciplines were articulated. These workgroups additionally identified “enhanced” behaviors reflecting their roles and discipline-specific behaviors.

Currently, there is potential confusion between the **Child Welfare Core Practice Model** and the **Integrated Core Practice Model**. This rests on a misunderstanding of the evolutionary relationship between the two (or potentially among all four California Practice Models). As noted above, the work of the **Child Welfare Core Practice Model** has been fully incorporated in the articulation of the **Integrated Core Practice Model** and is recognized as an integral

component of the work that should occur among the systems that serve vulnerable children, youth and families in our state.

The **Integrated Core Practice Model** values and principles, and the practice behaviors, adopted from the cumulative work of the other practice models and held in common, are being championed across all three disciplines. Each discipline should be taking steps to install and implement not only their discipline-specific practice behaviors in partnership with one another, but to support actively through Integrated Leadership and Cross Training, the universal elements of the ICPM.

For California Child Welfare agencies this means installing and implementing the **California Child Welfare Core Practice Model** that evolved from Katie A. and CAPP. I

In all cases, and regardless of the model in use, there is a major focus on Engagement, Relationship, and Partnership. This will further strengthen the congruence of this work with the goals and objectives of the Integrated Core Practice Model and support coordination with partner systems that are adopting the values, principles, and practice behaviors in the **Integrated Core Practice Model**

Calaveras

Contact Information

Name	Title	Phone Number	Email Address
Suzette Ariza	Administrative Assistant	209-754-6433	sariza@co.calaveras.ca.us
Type of office	County Name	RTA	Date Completed
	Calaveras	Central	7/14/2017 3:17:12 PM

Section 1: Work Place Demographics

Total Staff					Gender			
Line Staff		Supervisors			Male		Female	
17		5			5		17	
AGE								
20-30		31-40		41-50	Over 50	Unknown	Explanation of unknown	
3		16		1	2	0		
Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
0	0	1	0	5	0	16	0	0

Explanation of Unknown

Line Worker Education

MSW	BASW	Other	Unknown
6	0	11	0

Explanation of Other

BA-Human Development
History
BS-Psychology(2)
Hospital Administration
Biology
Criminal Justice
Masters of Art- Counseling
Marriage and Family Therapist(MFT)
Juris doctorate
AA-early childhood development+ work experience as and eligibility worker

Explanation of Unknown

Supervisor Education

MSW	BASW	Other	Unknown
3	2	0	0

Explanation of Other

Explanation of Unknown

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
1	0	17	5	1	1	9	3	0	0	20%	No	Not Reported

Method of Calculating Turnover Rate?

Section 3 Training Satisfaction

Usefulness of Training	Internal Training Management	Internal Training
Very useful	No	Yes
County Training Structure	New hires are introduced to local protocol and attend 1.5 hour trainings on various training topics. New hires are matched with a mentor for 6 months	
RTA Contract?	If yes for what?	
Yes	SOP SDM	
Other Agency Contract?	If yes for what?	
No		

Ongoing Training Topics Needed			Appreciative inquiry Investigative skills Case management				
Ongoing Training Services Needed			n/a				
Satisfaction							
Core I	Core II		Sup Core	Ongoing		Training Variety	Responsiveness
Very Satisfied	Very Satisfied		Very Satisfied	Very Satisfied		Very Satisfied	Very Satisfied
RTA Benefits			They customize the trainings to meet our needs.				
RTA Improvements Needed			A list of trainings that are offered in the region that we could attend.				
Section 4: Training Compliance							
Core I				Sup Core			
Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC
0	0	0	No Response	0	0	0	No Response
Ongoing							
Req	Complete	Out of Comp	%OofC				
22	22	0	0%				
Section 5: Plan for Correction							
Submitting Plan for Correction 2016/2017?				No			
Submitting Plan for Correction 2015/2016?				No			

Fresno

Contact Information

Name	Title	Phone Number	Email Address
Kim Desmond	Program Manager	(559) 600-4597	desmok@co.fresno.ca.us
Type of office	County Name	RTA	Date Completed
	Fresno	Central	8/1/2017 10:07:10 AM

Section 1: Work Place Demographics

Total Staff				Gender	
Line Staff		Supervisors		Male	Female
402		67		93	376

AGE					
20-30	31-40	41-50	Over 50	Unknown	Explanation of unknown
115	140	122	92	0	

Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
2	16	65	0	218	35	101	32	0

Explanation of Unknown

Line Worker Education

MSW	BASW	Other	Unknown
58	301	15	28

Explanation of Other Of the 15 listed as other 7 had some college, 6 had a 2 year degree, 1 had some graduate school, 1 had a tech school degree.

Explanation of Unknown For the 28 listed as unknown, no degree was indicated.

Supervisor Education

MSW	BASW	Other	Unknown
11	22	1	33

Explanation of Other For the 1 listed as other, some college was indicated.

Explanation of Unknown Of the 33 listed as unknown, no degree was indicated.

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
3	1	519	66	18	0	25	5	37	3	7%	Yes	23%

Method of Calculating Turnover Rate? The number of resignations, transfer outs, retirements and terminations divided by the number of positions.

Section 3 Training Satisfaction

Usefulness of Training	Internal Training Management	Internal Training
Useful	Yes	Yes

County Training Structure

Director over DSS
Deputy Directors
Staff Development (SD) Program Manager and other Program Managers
Staff Development Supervisors that oversee Eligibility, Employment Services, Social Services, and General Training
Staff Development Trainers for Eligibility, Employment Services, Social Services (Child Welfare), and General Training
Training requests are received via email, Managers/Administrative requests based on audits, changes in legislation, etc. These requests are then distributed to the SD Supervisors and training staff who work with the different programs and resources to develop the training. SD also receives written requests from Program Managers for one-on-one training for workers who need additional assistance.

RTA Contract?

If yes for what?

No

Other Agency Contract?

If yes for what?

Yes

The Department contracts with VMS Family Counseling Services to provide coaching/mentoring training for our CWS supervisors. This agency will also be providing ongoing training for our resource families.

Ongoing Training Topics Needed			The following topics were addressed with CCTA in a Needs Assessment that was completed in May of 2017: SDM Practical application of all tools SOP Safety Planning -Sexual Abuse Detection -Safety Interviewing -Family Engagement Techniques -Meeting Facilitation -De-Escalation & Crisis Intervention -Motivational Interviewing / Use of Solution Focused Questions & other techniques -Understanding impact of trauma time lines & history -Creating Behavioral Objectives -Prioritizing issues/problems through use of Risk Reassessment for in home cases -Reunification Reassessment -Use of natural supports (ie. circles of support) -Time Management & Organization for case work -Being able to explain trauma impact to caregivers & other team members -NMD Safety Factors -NMD Legalities What can & can't be done -Transitioning from formal services to community services -Trauma Informed Practice -Mental Health First Aid for Youth -TDM Facilitators Training for Trainers -CSEC				
Ongoing Training Services Needed			More frequent Train-the-Trainer for subjects that counties are now responsible for training or have decided to bring in-house.				
Satisfaction							
Core I	Core II	Sup Core	Ongoing	Training Variety	Responsiveness		
Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied		
RTA Benefits		Fresno benefits from CCTA running Core Training for new social workers and supervisors. CCTA also supports the Department by providing CWS/CMS & SDM computer application training. The Department would not be able to meet state mandates without their support in these areas.					
RTA Improvements Needed		CCTA does not have a sufficient number of trainers to provide enough CORE sessions for staff. Sometimes the Department has to wait several months before new workers can get Core training. For example, several workers hired in March of 2017 were not able to schedule Core Training until July 2017. Fresno is the largest county in this region. Due to Fresno County's turnover rate and hiring practices, multiple sessions of Core are required each year for staff.					
Section 4: Training Compliance							
Core I				Sup Core			
Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC
29	23	6	21%	4	4	0	0%
Ongoing							
Req	Complete	Out of Comp	%OofC				
33	24	9	27%				
Section 5: Plan for Correction							
Submitting Plan for Correction 2016/2017?			Yes				
Submitting Plan for Correction 2015/2016?			Yes				

Kern

Contact Information

Name	Title	Phone Number	Email Address
Sheri Redding	Program Specialist Staff Development	661 631-6583	reddins@kerndhs.com
Type of office	County Name	RTA	Date Completed
	Kern	Central	7/24/2017 4:30:50 PM

Section 1: Work Place Demographics

Total Staff					Gender			
Line Staff		Supervisors			Male		Female	
238		41			36		243	
AGE								
20-30		31-40		41-50	Over 50	Unknown	Explanation of unknown	
41		101		83	54	0		
Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
2	5	31	2	123	1	111	4	0

Explanation of Unknown

Line Worker Education

MSW	BASW	Other	Unknown
67	31	140	0
Explanation of Other	Staff have BA/BS and/or Masters in other county approved behavioral / social science degrees.		
Explanation of Unknown			

Supervisor Education

MSW	BASW	Other	Unknown
27	2	12	0
Explanation of Other	Supervisors have BA/BS or Masters in other county approved behavioral/social sciences		
Explanation of Unknown			

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
30	1	248	43	27	1	43	4	12	1	33%	Yes	81%
Method of Calculating Turnover Rate?						Rate is calculated by own county personnel office. Not sure what methodology is used.						

Section 3 Training Satisfaction

Usefulness of Training		Internal Training Management		Internal Training
Useful		Yes		Yes
County Training Structure		Trainees are given classroom instructions for four to six weeks. The classroom curriculum includes instruction on child abuse and neglect, interviewing skills, engagement, Structured Decision Making, court procedures, placement services, documentation skills and program policy and procedures. It is the intention of this training plan to adequately prepare the trainees to provide family-centered, strength-based services to children and their families. Trainees concurrently are assigned to training units. Throughout this training, trainees attend half-day training sessions in order to job shadow experienced staff in their assigned programs. Depending on their assignment, trainees are assigned a reduced caseload, which is increased steadily based on their level of expertise.		
RTA Contract?		If yes for what?		
Yes		ICWA Adoption Relinquishment Training Field Advisor Training		
Other Agency Contract?		If yes for what?		
Yes		UC Davis provides additional Series I & II training for supervisors and other specialized training. CSEC professional instructors provide ongoing CSEC and updated training.		

				Other community professionals provide specialized training, such as domestic violence, designer drugs, self-defense, etc.								
Ongoing Training Topics Needed				Psychotropic Medications. SOP topics.								
Ongoing Training Services Needed				We have a meeting with CCTA to discuss this information, so no specifics at this time.								
Satisfaction												
Core I		Core II		Sup Core		Ongoing		Training Variety		Responsiveness		
Satisfied		Satisfied		Satisfied		Satisfied		Satisfied		Satisfied		
RTA Benefits				Core SW and SUP training with flexible schedules to meet staff. Special topics when needed and available. Timely discussions and directions on upcoming changes.								
RTA Improvements Needed				Kern would like to host / share more specialized classes in the future.								
Section 4: Training Compliance												
Core I						Sup Core						
Req		Complete	Out of Comp	%OofC		Req		Complete		Out of Comp	%OofC	
98		94	4	4%		5		5		0	0%	
Ongoing												
Req		Complete	Out of Comp	%OofC								
141		137	4	3%								
Section 5: Plan for Correction												
Submitting Plan for Correction 2016/2017?						Yes						
Submitting Plan for Correction 2015/2016?						No						

Kings

Contact Information

Name	Title	Phone Number	Email Address
Clarissa Ravelo	Social Service Supervisor - CPS	559-852-4929	clarissa.ravelo@co.kings.ca.us
Type of office	County Name	RTA	Date Completed
	Kings	Central	8/1/2017 12:30:43 PM

Section 1: Work Place Demographics

Total Staff					Gender			
Line Staff		Supervisors			Male		Female	
65		15			15		65	
AGE								
20-30		31-40		41-50	Over 50	Unknown	Explanation of unknown	
28		29		14	9	0		
Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
1	6	8	1	46	0	18	0	0

Explanation of Unknown

Line Worker Education

MSW	BASW	Other	Unknown
20	20	25	0
Explanation of Other	Kings County staff have a variety of degrees including AA (Human Services, Liberal Arts), BA (Business, Criminal Justice, Human Services, Liberal Arts, Psychology, Sociology, Social Science), BS (Psychology), MA (Counseling, Marriage & Family Therapy), and MS (Criminology, Education, Educational Counseling, Marriage & Family Therapy, Psychology, Student Affairs) degrees.		

Explanation of Unknown

Supervisor Education

MSW	BASW	Other	Unknown
5	4	6	0
Explanation of Other	Kings County Supervisory staff have a variety of degrees including BA (Political Science, Sociology), BS (Criminology & Law Enforcement, Psychology), MA (Business Administration) and MS (Education) degrees.		
Explanation of Unknown			

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
1	0	66	15	23	2	29	2	2	0	35%	Yes	32%

Method of Calculating Turnover Rate? Separations divided by positions filled to calculate percentage.

Section 3 Training Satisfaction

Usefulness of Training	Internal Training Management	Internal Training
Useful	Yes	Yes
County Training Structure	Kings County CWS division has a designated Staff Development position, to ensure that new social workers and supervisors complete Core Modules in a timely fashion, identify ongoing staff training needs, and facilitate training throughout the Division. The Agency offers an Induction Training for new staff, taught by Staff Development personnel, a Field-based Trainer, and Supervisors.	
RTA Contract?	If yes for what?	
Yes	The Agency is implementing Safety Organized Practice through a contract with CCTA.	
Other Agency Contract?	If yes for what?	
Yes	The County contracts with outside agencies to provide training related to Civil Rights, Sexual Harassment, and other Supervisorial/Managerial topics.	
Ongoing Training Topics Needed	The Agency has identified a number of topics to meet the ongoing training needs of our staff, including, but not limited to Gomez V. Saenz, CQI, and potentially the topics that	

				are identified as required topics that are in the proposed changes to regulations regarding ongoing staff training.								
Ongoing Training Services Needed				The Agency and our local RTA have agreed to meet periodically to identify training needs/gaps. In addition, our local RTA attends various regional meetings that could serve as a venue to identify training gaps and/or available training.								
Satisfaction												
Core I		Core II		Sup Core		Ongoing		Training Variety		Responsiveness		
Very Satisfied		Very Satisfied		Neutral		Neutral		Neutral		Satisfied		
RTA Benefits				When staff miss modules, they are quick to provide information on nearby modules, to ensure that staff complete Core within the required timeframes. A recent request for a Gomez v. Saenz training was scheduled within a day.								
RTA Improvements Needed				This past year, CCTA has not taken advantage of the availability of training rooms for Core Modules in Kings County, as in previous years, causing staff to have to travel for training, anywhere from 30 minutes to 1½ hours from the Agency. In regard to scheduling Common Core 3.0, the Agency has requested that the trainings and eLearnings be spread out more, compared to the initial schedules that were rolled out.								
Section 4: Training Compliance												
Core I				Sup Core								
Req		Complete	Out of Comp	%OofC	Req		Complete		Out of Comp	%OofC		
0		0	0	No Response	4		4		0	0%		
Ongoing												
Req		Complete	Out of Comp									%OofC
30		30	0									0%
Section 5: Plan for Correction												
Submitting Plan for Correction 2016/2017?					No							
Submitting Plan for Correction 2015/2016?					Yes							

Madera

Contact Information

Name	Title	Phone Number	Email Address
Monica Maxwell	Administrative Analyst II	559-675-7841	monica.maxwell@co.madera.ca.gov
Type of office	County Name	RTA	Date Completed
	Madera	Central	8/1/2017 2:16:52 PM

Section 1: Work Place Demographics

Total Staff					Gender			
Line Staff		Supervisors			Male		Female	
50		14			9		55	
AGE								
20-30		31-40		41-50	Over 50	Unknown	Explanation of unknown	
12		20		19	13	0		
Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
0	6	15	1	26	0	16	0	0

Explanation of Unknown

Line Worker Education

MSW	BASW	Other	Unknown
32	2	12	4
Explanation of Other	BGS, BA, MBA, BS		
Explanation of Unknown	No degree		

Supervisor Education

MSW	BASW	Other	Unknown
13	0	1	0
Explanation of Other	AA		
Explanation of Unknown			

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
4	0	52	14	21	0	42	0	4	0	12%	Yes	14%
Method of Calculating Turnover Rate?				percentage of staff that have left from those positions filled.								

Section 3 Training Satisfaction

Usefulness of Training		Internal Training Management		Internal Training	
Useful		No		Yes	
County Training Structure		In house training Madera County Practice Policy and Procedure			
RTA Contract?		If yes for what?			
Yes		Resource Family Training; APS Training			
Other Agency Contract?		If yes for what?			
Yes		ADI; UCD			
Ongoing Training Topics Needed		CCR; CSEC/ motivational interviewing SOP; family finding; ICWA; trauma Informed practice			
Ongoing Training Services Needed		provide training near our county			
Satisfaction					
Core I	Core II	Sup Core	Ongoing	Training Variety	Responsiveness
Satisfied	Neutral	Satisfied	Neutral	Neutral	Satisfied
RTA Benefits		Customized training; training help locally; Responsive & attentive consultant			
RTA Improvements Needed		More training outside of Core			

Section 4: Training Compliance

Core I				Sup Core			
Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC

8	7	1	13%	3	2	1	33%
Ongoing							
Req	Complete	Out of Comp	%OofC				
22	14	8	36%				
Section 5: Plan for Correction							
Submitting Plan for Correction 2016/2017?				Yes			
Submitting Plan for Correction 2015/2016?				Yes			

Mariposa

Contact Information

Name	Title	Phone Number	Email Address
Michael Cornwell	Administrative Analyst II	209-742-0923	mcornwell@mariposahsc.org
Type of office	County Name	RTA	Date Completed
	Mariposa	Central	8/9/2017 7:34:53 PM

Section 1:Work Place Demographics

Total Staff		Gender	
Line Staff	Supervisors	Male	Female
6	2	1	7

AGE

20-30	31-40	41-50	Over 50	Unknown	Explanation of unknown
0	3	3	2	0	

Ethnicity

Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
0	0	0	0	1	0	7	0	0

Explanation of Unknown	
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Line Worker Education

MSW	BASW	Other	Unknown
4	1	1	0

Explanation of Other	M.A. in School Counseling
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Explanation of Unknown	
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Supervisor Education	
1. Supervisor Education	
2. Supervisor Education	
3. Supervisor Education	
4. Supervisor Education	
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94. Supervisor Education	
95. Supervisor Education	
96. Supervisor Education	
97. Supervisor Education	
98. Supervisor Education	
99. Supervisor Education	
100. Supervisor Education	

MSW	BASW	Other	Unknown
2	0	0	0

Explanation of Other	
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Explanation of Unknown	
------------------------	--

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
2	0	8	2	2	0	2	1	2	0	50%	Yes	33%

Method of Calculating Turnover Rate?	Turnover/Total Allocated Positions = Turnover Rate
--------------------------------------	--

Section 3 Training Satisfaction

Usefulness of Training	Internal Training Management	Internal Training
Useful	Yes	No

County Training Structure	Training for new SW's is provided through the RTA and other Subject Matter Expert (SME) trainers. The Administrative Analyst II works with CWS to determine training needs and schedules staff for inservice, outservice, and university trainings as appropriate and available.
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RTA Contract?	If yes for what?
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No	
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Other Agency Contract?	If yes for what?
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Yes	Typically, these are University trainings provided through UC Davis.
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Ongoing Training Topics Needed	Psychotropic medication
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Ongoing Training Services Needed	SW Core compliance tracking. During the Central California Training Academy's conversion to its new 3.0 SW Core curriculum, it was difficult to determine which requirements staff had satisfied.
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Satisfaction

Core I	Core II	Sup Core	Ongoing	Training Variety	Responsiveness
Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Very Satisfied

RTA Benefits	RTA (CCTA) are responsive to the needs of a rural county like Mariposa. Site visits are especially useful for clarifying training needs, and identifying solutions.
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RTA Improvements Needed				Consistent tracking of SW Core requirements for staff. During conversion to CCTA's new 3.0 curriculum, it was unclear which courses met requirements, and which were no longer applicable.			
Section 4: Training Compliance							
Core I				Sup Core			
Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC
4	0	4	100%	1	0	1	100%
Ongoing							
Req	Complete	Out of Comp	%OofC				
0	0	0	No Response				
Section 5: Plan for Correction							
Submitting Plan for Correction 2016/2017?				Yes			
Submitting Plan for Correction 2015/2016?				Yes			

Merced

Contact Information

Name	Title	Phone Number	Email Address
Corrina Brown	Staff Development Program Manager	209-385-3000	cbrown@hsa.co.merced.ca.us
Type of office	County Name	RTA	Date Completed
	Merced	Central	7/31/2017 4:06:33 PM

Section 1: Work Place Demographics

Total Staff					Gender			
Line Staff		Supervisors			Male		Female	
84		21			26		79	
AGE								
20-30		31-40		41-50	Over 50	Unknown	Explanation of unknown	
29		32		26	18	0		
Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
0	11	7	0	48	0	36	1	2

Explanation of Unknown Did not self identify

Line Worker Education

MSW	BASW	Other	Unknown
40	27	16	1
Explanation of Other	Other types of degrees earned: AA, BS, MS, and None		
Explanation of Unknown	No records found/unlisted		

Supervisor Education

MSW	BASW	Other	Unknown
17	1	3	0
Explanation of Other	Earned an MFT, LCSW, and BS		
Explanation of Unknown			

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
12	3	94	29	41	6	47	8	7	1	27%	Yes	13%

Method of Calculating Turnover Rate?

Turnover rate is defined as the number of workers who left the Division by promoting to a position in another division, retiring, resigning or who were terminated during the 2016/2017 fiscal year divided by the total number of positions for each staff category as of the 3rd Quarter

Section 3 Training Satisfaction

Usefulness of Training		Internal Training Management		Internal Training	
Useful		Yes		Yes	
County Training Structure		A 7 week induction training is provided to newly hired social workers (within our County, this includes transfers from other counties) to learn internal practice, policies, and procedures. All induction training is followed with a minimum of 3 weeks of mentorship. Additional mentorship may be provided as deemed necessary			
RTA Contract?		If yes for what?			
Yes		Federal Case Reviews, Children Family Teaming (CFT), Team Building, Resource Family Approval, Supervisors Effectiveness Training, Leadership Development, Structure Analysis Family Evaluation (SAFE), Peer Review.			
Other Agency Contract?		If yes for what?			
Yes		Foster Youth Education AB 490, Forensic Interviews (MDIC), Treatment Outcome Package (TOP)			
Ongoing Training Topics Needed		Federal Case Review QA, Secondary Trauma, Foster Care Psychotropic Medication			
Ongoing Training Services Needed		Continue quarterly meetings to access training needs and evaluate progress with CORE.			
Satisfaction					
Core I	Core II	Sup Core	Ongoing	Training Variety	Responsiveness

Neutral	Satisfied		Satisfied	Satisfied	Neutral		Satisfied
RTA Benefits			The RTA's host trainings, they are responsive to inquiries, consult and assess the County's specific training needs, and they provide feedback regarding the progress of the County's training participants.				
RTA Improvements Needed			Provide more cultural based and CCR trainings. Allow time for trainee to complete e-Learning the day of classroom training.				
Section 4: Training Compliance							
Core I				Sup Core			
Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC
18	18	0	0%	3	3	0	0%
Ongoing							
Req	Complete	Out of Comp	%OofC				
66	66	0	0%				
Section 5: Plan for Correction							
Submitting Plan for Correction 2016/2017?				No			
Submitting Plan for Correction 2015/2016?				No			

San Luis Obispo

Contact Information

Name	Title	Phone Number	Email Address
Linda Belch	Division Manager	805-781-1836	LBelch@co.slo.ca.us
Type of office	County Name	RTA	Date Completed
	San Luis Obispo	Central	7/28/2017 5:41:10 PM

Section 1: Work Place Demographics

Total Staff				Gender	
Line Staff		Supervisors		Male	Female
53		10		11	52

AGE

20-30	31-40	41-50	Over 50	Unknown	Explanation of unknown
11	14	14	24	0	

Ethnicity

Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
0	0	1	0	4	0	43	15	0

Explanation of Unknown

Line Worker Education

MSW	BASW	Other	Unknown
6	3	44	0

Explanation of Other Bachelors or Masters in a related field

Explanation of Unknown

Supervisor Education

MSW	BASW	Other	Unknown
2	1	7	0

Explanation of Other Has a degree in a related field

Explanation of Unknown

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
8	2	88	15	10	1	10	1	1	0	8%	Yes	11%

Method of Calculating Turnover Rate? internal database

Section 3 Training Satisfaction

Usefulness of Training	Internal Training Management	Internal Training
Useful	Yes	Yes

County Training Structure We have a training manager who delivers new social worker training in collaboration with line unit supervisors. CORE is folded into the new social worker training.

RTA Contract? If yes for what?

No

Other Agency Contract? If yes for what?

Yes We contract with UC Davis to deliver additional staff training for all Department staff

Ongoing Training Topics Needed Engagement, working with difficult clients, safety planning, coaching for supervisors, safety organized practice

Ongoing Training Services Needed a funded field based mentor would be nice.

Satisfaction

Core I	Core II	Sup Core	Ongoing	Training Variety	Responsiveness
Satisfied	Neutral	Satisfied	Neutral	Neutral	Neutral

RTA Benefits

our RTA has a new training manager who is working well with our County to provide advanced trainings. Previously our County only received CORE trainings and was not able to receive advanced training to build the skills of line staff.

RTA Improvements Needed

Work with the County to develop a training plan for the year which includes both CORE and advanced trainings to meet the needs of existing line staff.

Section 4: Training Compliance

Core I	Sup Core
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Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC
6	6	0	0%	1	0	1	100%
Ongoing							
Req	Complete	Out of Comp	%OofC				
11	10	1	9%				
Section 5: Plan for Correction							
Submitting Plan for Correction 2016/2017?				Yes			
Submitting Plan for Correction 2015/2016?				No			

Santa Barbara

Contact Information

Name	Title	Phone Number	Email Address
Terrie Concellos	Administrative Branch Deputy Director	805.681.4620	t.concellos@sbcsocialserv.org
Type of office	County Name	RTA	Date Completed
	Santa Barbara	Central	6/23/2017 8:07:45 PM

Section 1: Work Place Demographics

Total Staff			Gender		
Line Staff		Supervisors	Male		Female
54		15	7		62
AGE					
20-30	31-40	41-50	Over 50	Unknown	Explanation of unknown
16	29	8	16	0	

Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
0	1	1	0	35	0	32	0	0

Explanation of Unknown

Line Worker Education

MSW	BASW	Other	Unknown
12	3	39	0

Explanation of Other Those that fall in Other category have degrees in various disciplines

Explanation of Unknown

Supervisor Education

MSW	BASW	Other	Unknown
6	0	9	0

Explanation of Other Those that fall in Other category have degrees in various disciplines

Explanation of Unknown

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
6	1	56	14	13	1	15	2	6	1	29%	Yes	17%

Method of Calculating Turnover Rate? Total separations divided by total assigned positions

Section 3 Training Satisfaction

Usefulness of Training		Internal Training Management	Internal Training
Useful		Yes	Yes
County Training Structure		1 Deputy Director, 2 CWS Trainers, 1 Office Assistant-support	
RTA Contract?		If yes for what?	
No			
Other Agency Contract?		If yes for what?	
Yes		SOP Red Team	
Ongoing Training Topics Needed		SOP Red Team Training Safety Training (Out on the Field)	
Ongoing Training Services Needed		More frequent meetings or conference calls to assess our training needs and offer options to us	

Satisfaction

Core I	Core II	Sup Core	Ongoing	Training Variety	Responsiveness
Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Neutral
RTA Benefits		By providing us with a schedule of Academy Core classes and location in advance			
RTA Improvements Needed		Provide more Core Training classes in our Santa Barbara training sites.			

Section 4: Training Compliance

Core I	Sup Core
--------	----------

Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC
7	7	0	0%	2	2	0	0%
Ongoing							
Req	Complete	Out of Comp	%OofC				
17	14	3	18%				
Section 5: Plan for Correction							
Submitting Plan for Correction 2016/2017?				Yes			
Submitting Plan for Correction 2015/2016?				No			

Stanislaus

Contact Information

Name	Title	Phone Number	Email Address
Kathleen Grundy	Social Work Supervisor II	209-558-3648	grundk@stancounty.com
Type of office	County Name	RTA	Date Completed
	Stanislaus	Central	7/31/2017 3:43:08 PM

Section 1: Work Place Demographics

Total Staff			Gender		
Line Staff		Supervisors	Male		Female
125		20	28		117
AGE					
20-30	31-40	41-50	Over 50	Unknown	Explanation of unknown
19	15	11	17	83	Out of a survey of 145 SW staff; only 62 responded what their ages were.

Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
4	1	4	0	21	0	25	1	89

Explanation of Unknown 145 surveys were sent out but only 56 responded to this question.

Line Worker Education

MSW	BASW	Other	Unknown
34	3	22	66
Explanation of Other	9 social workers have Bachelor's degrees in other majors; 13 social workers have a Master's degree in other majors.		
Explanation of Unknown	Out of 125 surveys sent out; 66 did not answer this question.		

Supervisor Education

MSW	BASW	Other	Unknown
11	0	0	9
Explanation of Other			
Explanation of Unknown	Nine supervisors did not respond to the survey.		

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
6	6	138	32	40	16	61	12	8	4	48%	No	Not Reported

Method of Calculating Turnover Rate?

Section 3 Training Satisfaction

Usefulness of Training	Internal Training Management	Internal Training
Useful	Yes	No
County Training Structure	The Agency's training needs are determined by the management team and coordinated by the Staff Developer. We send all new social workers and supervisors to the central region training academics. Additional trainings are provided to the individuals in their assigned units such as legal training in the court and family reunification units. The Staff Developer coordinates trainings with the Academy and other trainers to provide any requested trainings or as required by new policy and initiatives.	
RTA Contract?	If yes for what?	
Yes	We are considering contracting for Child and Family Team meetings.	
Other Agency Contract?	If yes for what?	
Yes	Without Permission provided training on Human Trafficking.	
Ongoing Training Topics Needed	Ongoing training needs for our county include interviewing skills, TDM facilitation; Resource Family Training	
Ongoing Training Services Needed	We would like 8 weeks of core training for staff in ER and Court units who have difficulty attending the academy due to meeting state and federal mandated response times.	

Satisfaction											
Core I		Core II		Sup Core		Ongoing		Training Variety		Responsiveness	
Very Satisfied		Satisfied		Satisfied		Satisfied		Neutral		Satisfied	
RTA Benefits				The RTA is available and willing to meet our needs through out the year. Additional trainers to support additional Core and specific trainings and more onsite trainings.							
RTA Improvements Needed											
Section 4: Training Compliance											
Core I						Sup Core					
Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC
30	26	4	13%	7	7	0	0%				
Ongoing											
Req	Complete	Out of Comp	%OofC								
84	70	14	17%								
Section 5: Plan for Correction											
Submitting Plan for Correction 2016/2017?						Yes					
Submitting Plan for Correction 2015/2016?						Yes					

Tulare

Contact Information

Name	Title	Phone Number	Email Address
Robert Bufanda	Policy and Program Specialist	(559) 624-8081	rbbufanda@tularehhsa.org
Type of office	County Name	RTA	Date Completed
	Tulare	Central	7/27/2017 5:00:46 PM

Section 1: Work Place Demographics

Total Staff			Gender		
Line Staff	Supervisors		Male		Female
138	19		127		28
AGE					
20-30	31-40	41-50	Over 50	Unknown	Explanation of unknown
52	61	29	13	2	No information on demographics for the unknown category.

Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
0	0	9	0	90	0	34	0	24

Explanation of Unknown No or uncertain information on demographics for the unknown category.

Line Worker Education

MSW	BASW	Other	Unknown
21	33	75	9

Explanation of Other This includes staff who have bachelor's or master's degrees not in social work and those who have associate's degrees.

Explanation of Unknown Uncompiled statistics on newly hired staff.

Supervisor Education

MSW	BASW	Other	Unknown
5	4	10	0

Explanation of Other This includes staff who have bachelor's or master's degrees not in social work and those who have associate's degrees.

Explanation of Unknown

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted	Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup			
7	1	144	19	48	6	88	8	10	1	60%	Yes	35%

Method of Calculating Turnover Rate? Mathematical Calculation

Section 3 Training Satisfaction

Usefulness of Training	Internal Training Management	Internal Training
Useful	Yes	Yes

County Training Structure Our training department is part of the administrative team. There is one primary trainer and one back-up trainer, both who are Policy & Program Specialists.

RTA Contract? If yes for what?
Yes We contract with our RTA to provide Advanced SDM training and this next fiscal year they will be providing extensive training on Safety Organized Practice.

Other Agency Contract? If yes for what?
Yes We contract out for training on advanced social work practice and assessments and for various topics via Relias Learning Management System (LMS).

Ongoing Training Topics Needed SDM refresher courses, Field Advisor Training/Coaching for Core 3.0, CSEC 102 topics, Resource Family Approval (RFA)

Ongoing Training Services Needed Ongoing support and coaching in CFSR case reviews, Core 3.0, SOP, and Field Advisors

Satisfaction					
Core I	Core II	Sup Core	Ongoing	Training Variety	Responsiveness
Very Satisfied	Neutral	Neutral	Neutral	Satisfied	Neutral

RTA Benefits				Our RTA is always available and willing to offer support, answer our questions, obtain needed information, and meet with our staff when needed.			
RTA Improvements Needed				More availability for Core training (social workers and supervisors) in our area and more frequently.			
Section 4: Training Compliance							
Core I				Sup Core			
Req	Complete	Out of Comp	%OofC	Req	Complete	Out of Comp	%OofC
11	11	0	0%	4	3	1	25%
Ongoing							
Req	Complete	Out of Comp	%OofC				
12	12	0	0%				
Section 5: Plan for Correction							
Submitting Plan for Correction 2016/2017?				Yes			
Submitting Plan for Correction 2015/2016?				Yes			

Ventura

Contact Information

Name	Title	Phone Number	Email Address
Toni Ayres-Hampton	Staff Development Specialist	805-477-5177	toni.ayreshampton@ventura.org
Type of office	County Name	RTA	Date Completed
	Ventura	Central	7/17/2017 3:28:18 PM

Section 1: Work Place Demographics

Total Staff					Gender			
Line Staff		Supervisors			Male		Female	
161		37			35		163	
AGE								
20-30		31-40		41-50	Over 50	Unknown	Explanation of unknown	
26		86		50	36	0		
Ethnicity								
Native	Asian	Black	Filipino	Hispanic	Pac Island	White	Other	Unknown
2	6	13	0	88	1	88	0	0

Explanation of Unknown

Line Worker Education

MSW	BASW	Other	Unknown
52	8	101	0
Explanation of Other	Other Masters and Bachelors degrees		
Explanation of Unknown			

Supervisor Education

MSW	BASW	Other	Unknown
17	0	20	0
Explanation of Other	Other related Masters or Bachelors degrees obtained		
Explanation of Unknown			

Section 2: Turnover

Hiring Projection		Total Positions		FY Vacate		Positions Filled		FY end Open Pos		Promoted		Calc Turnover?	Rate
Line	Sup	Line	Sup	Line	Sup	Line	Sup	Line	Sup				
20	5	168	37	19	2	31	7	6	0	4%		Yes	88%
Method of Calculating Turnover Rate?						The turnover rate is calculated by dividing the number of position exits by the number of filled positions.							

Section 3 Training Satisfaction

Usefulness of Training	Internal Training Management	Internal Training
Useful	Yes	Yes
County Training Structure	The Children and Family Services (CFS) Staff Development Specialist coordinates and oversees departmental training, focusing on topics related to child welfare. In addition to training opportunities offered by the department, CFS staff are also able to attend general training provided through the Human Services Agency, as well as the Human Resources Division of the County Executive Office. In addition, newly hired Child Welfare Social Workers go through approximately five weeks of Induction Training (included Safety Organized Practice and CWS/CMS New User Training) and there are several training units designed to focus their training on a specific program (Emergency Response or Ongoing). CFS staff transferring between programs within the department may also be assigned to a training unit for a few months to hone their skills in the newly assigned program area.	
RTA Contract?	If yes for what?	
Yes	We do not contract separately with our RTA (CCTA) for specific training classes. We have a contract with CSU Fresno Foundation for two Field Based Trainers (FBT). The role of the FBTs includes, but is not limited to, providing ongoing training and coach	
Other Agency Contract?	If yes for what?	
Yes	CFS has a contract with the Southern Training Academy RTA (Public Child Welfare Training Academy - PCWTA) to provide specialized training for Child Welfare Social	

				Workers, Supervisors and Managers, including Safety Organized Practice (SOP),Trauma Informed Practice, Leadership training, coaching, simulation labs, microlearnings, and a variety of specialized child welfare-related topics. Additional training topics contracted through other agencies include: Managing Assaultive Behavior First Aid/CPR Interview Techniques Dyadic Assessment (0-5) Physical Indicators of Child Abuse							
Ongoing Training Topics Needed				Trauma Informed Practice, Advanced SDM, Mental Health/Substance Abuse, Coaching Fundamentals, Manager Core							
Ongoing Training Services Needed				We would like to be able to utilize CCTA for more specialized training topics on emerging child welfare issues rather than contracting out for these trainings. This would promote more consistency of information and practice amongst counties in the region							
Satisfaction											
Core I		Core II		Sup Core		Ongoing		Training Variety		Responsiveness	
Very Satisfied		Very Satisfied		Dissatisfied		Dissatisfied		Dissatisfied		Neutral	
RTA Benefits				We are very satisfied with the Core training provided by CCTA. Their instructors are knowledgeable and skilled. CCTA is extremely flexible and responsive to our scheduling needs for Core, and works closely with Staff Development to accommodate our new social workers.							
RTA Improvements Needed				As stated in #27 above, we would like to utilize CCTA for more specialized training as funding allows. We also are in need of Manager Core which has not been offered in quite some time. There is a long lag time between promotion of managers and the Core classes being available.							
Section 4: Training Compliance											
Core I				Sup Core							
Req	Complete	Out of Comp	%OofC	Req	Complete		Out of Comp	%OofC			
45	44	1	2%	6	5		1	17%			
Ongoing											
Req	Complete	Out of Comp	%OofC								
174	170	4	2%								
Section 5: Plan for Correction											
Submitting Plan for Correction 2016/2017?				Yes							
Submitting Plan for Correction 2015/2016?				Yes							