**DEVELOPMENT CIRCLES**

The DIRECTORS INSTITUTE aims to develop a cohort of strong, effective Child Welfare Directors (CWDs) and other leaders supporting implementation of the California Child Welfare Core Practice Model. In its *multi-level* design, CWDs will participate in three Directors *Learning Sessions* (educational pillars) and then support cross-county teams working in **Development Circles** in-between sessions to develop implementation and evaluation resources and tools. These will be tested and refined at *Local County* levels for learning and ongoing improvement.

One Development Circle for each topic below will begin in April (co-located in Sacramento), then progress regionally (noted below) over the 8-month period of the Institute. Each County Team (2-3 people) will participate in the same Development Circle over time for the duration of the Institute.

1. Organizational Readiness Building (Bay Area)*.* People at multiple levels of an organization are specifically resourced and tasked to come together and attend to the day-to-day and ongoing leadership and management activities necessary for effective implementation. Teams of executive leaders, staff, and partners have functional roles, dedicated, on-the-job resources, and are supported by organizational and system practices that create an organizational climate to facilitate progress and problem-solve challenges of those delivering the practice model.
2. Engagement, Relationships, and Partnership (Central). Internal stakeholders, community, tribal members, and system partners are actively involved in co-creating implementation capacity to support getting the practice model into real-world practice. Partners play active roles in listening to identify strengths/barriers, establishing culturally relevant supports and services, detecting practice changes, addressing system barriers, and communication and feedback for improvement. This kind of partnering supports systems to be more hospitable to and capable of attending to the leadership, management, delivery support, and problem solving functions necessary for consistent delivery of the practice model.
3. Workforce Development (Northern). Ongoing professional development plans and practices (aka training and coaching) are in place and build on adult learning best practices. This capacity for continuing support focuses on building the confidence and skills of staff at *all* levels – those delivering the innovation *and* the supervisors, managers, and other leadership who support them. Ongoing professional development is informed by diverse staff needs, and along with feedback about fidelity, can improve staff retention.
4. Quality, Outcome, and System Improvement (Southern)*.* Information and data about implementation, delivery of the practice model (e.g., fidelity) and outcomes are gathered, shared, reviewed, and used by the right people at the right time to address problems, improve practice, and evaluate impact. Leadership and organizational and system practices support this ongoing quality improvement work. This focus on using feedback to reinforce what is going well and address challenges addresses another key feature of implementation capacity.