

**Project Goal:**

Create a comprehensive series of classroom curricula for the California Child Welfare Supervisor Core Training.

Deadline for Submissions:

July 1, 2018 at 5pm (PST)

Project Summary

The Child Welfare In-service Training Program at the California Social Work Education Center (CalSWEC) is seeking written requests for proposal (RFP) for development of classroom training content. The training audience is Public Child Welfare Social Work Supervisors across California.

Proposals must be received by 5:00 pm (PST), on July 1, 2018, via email to vrezos@berkeley.edu indicating the title and code of the classroom curriculum proposed in the subject line, for example: *RFP 050118a-Leading in Child Welfare: The Role of the Supervisor* (see classroom titles and codes below). Issuance of the RFP does not obligate CalSWEC to award a contract, nor is CalSWEC liable for any costs incurred by the proposer in the preparation and submittal of proposals for the subject work. CalSWEC retains the right to award all or parts of this contract to several bidders, to not select any bidders, and/or to re-solicit proposals.

Submitted proposals can include anywhere from one classroom training to the entire series of eight classroom trainings (total of 10 full days).

050118a-h Full Series of Classroom Curricula (10 days)

050118a Leading in Child Welfare: The Role of the Supervisor-day 1 (1 day)

050118b Leading in Child Welfare: The Role of the Supervisor-day 2 (1 day)

050118c Creating an Organizational Learning Environment (2 days)

050118d Case Consultation & Critical Thinking: Teaming for Success (2 days)

050118e Navigating Ethical Responsibilities and Dilemmas in Supervision & Supporting Professional Development (1 day)

050118f Data Driven Supervision (1 day)

050118g Managing for Accountability (1 day)

050118h Teaming & Transfer to Practice (1 day)

Scope of Work

For each classroom curriculum, full course content development includes:

- An interactive curriculum based in adult learning theory that includes a variety of learning modalities to enhance transfer of learning.
- **Trainer Guide:** Must include a reproducible guide that contains an agenda, lesson plan, PowerPoint and provides references to the Trainee Guide. A template will be provided by CalSWEC.
- **Trainee Guide:** Must include a reproducible guide that contains an agenda and follows a structure complementary to the Trainer's Guide and serves as the trainee's main resource during the training. A template will be provided by CalSWEC.
- Curriculum and trainee aides to include multiple forms of media and a variety of engaging activities to accommodate different learning styles, including but not limited to: videos, illustrations, interactive participant activities.
- Supplemental handouts, materials and vignettes as appropriate.
- Creation of curriculum using evidenced-based practice knowledge and resources. Additional guidance given by CalSWEC and CDSS as needed.
- Inclusion of concepts related to the California Child Welfare Integrated Core Practice Model (ICPM) and Continuous Quality Improvement (CQI) in child welfare practice.

- As a subject matter expert, Contractor will collaborate with the CalSWEC Evaluation Team to assist in the development of training evaluation materials.
- Bibliography citing resources used to develop curriculum.
- Train the Trainer webinar to be recorded and posted for future trainers.
- Revision of the proposed curriculum incorporating feedback from the statewide vetting review.
- Finalization of curriculum incorporating feedback gathered from training pilot.

Timeline

- During curriculum development, bi-weekly check-in dates will be established for consultation with CalSWEC staff and other partners and stakeholders.
- Draft of curriculum must be received no later than October 12, 2018 submitted to Vanessa Rezos at vrezos@berkeley.edu by 5:00pm (PST).
- Curriculum to be finalized and packaged utilizing the CalSWEC Supervisor Core templates by October 22, 2018.

Contractor Requirements

The contractor selected to complete this project must have:

- Subject matter expertise and knowledge of public child welfare practice in California.
- Knowledge of and expertise in social work practice.
- Experience in curriculum development that includes Adult Learning Theory.
- Competency using applications including Word, PowerPoint, and Excel.
- Exceptional communication, written, and video/web conferencing skills.
- Superior time-management and project management skills.
- Ability to manage the project and meet crucial deadlines with great attention to detail and minimal supervision.
- A minimum of three references must be provided. For each reference, provide a name and email address with a brief description of the related project.

Proposal Components

Please include all of the following headings in your proposal:

- Contact information including, name, phone number, and email address
- Table of Contents
- Project narrative (Not to exceed 15 pages)
- Project timeline
- Statement of expertise; including a description of experience in Public Child Welfare Practice in California (resume, cover letter, or curriculum vitae strongly encouraged)
- Sample of previously developed curriculum content including research citations
- References
- Project team organizational chart (required when more than one person will be creating curriculum)
- Detailed projected budget

Proposal Evaluation

Proposals received by the submission deadline will be scored according to the following categories:

- Proposal content and completeness (see Proposal Components above)
- Experience and qualifications
- Past performance on similar contracts as evidenced by examples and references.
- Cost of overall project

For questions concerning the anticipated work or scope of the project, please contact Vanessa Rezos at vrezos@berkeley.edu

Full Series of Classroom Curricula

050118a-h

Proposals can include any number of classroom trainings as listed. If a proposal includes the entire series of classroom trainings, please keep the following in mind:

- Class titles, length, and structure cannot be altered.
- The proposal must include all 10 days as outlined below, each consisting of a 6-hour classroom curriculum.
- Remember to include all aspects listed in the “Scope of Work” and “Proposal Components” sections on pages 1 and 2 of this document.

Leading in Child Welfare: The Role of the Supervisor-day 1

050118a

Using the “**Leading in Child Welfare: The Role of the Supervisor-day 1**” learning objectives below, create a 1-day (6-hour) classroom curriculum including all aspects outlined in the “Scope of Work” section on page 1 of this document:

Knowledge:

- **K1.** Trainee will identify the tasks and responsibilities needed to assume the multiple roles of a Child Welfare Services unit supervisor.
- **K2.** Trainee will identify their DiSC leadership blend and how it will impact communication with peers, support staff, and upper management, as well as their approach to supervision within their team.
- **K3.** Trainee will identify and recognize how the Integrated Core Practice Model supports effective leadership.

Skills:

- **S1.** Given a child welfare supervision scenario, trainee will: use their DiSC leadership blend to demonstrate how to adapt their supervision style to complement the social worker’s communication style and respond in a way that supports the social worker’s learning.

Values:

- **V1.** Trainee will maintain and model flexibility in negotiating cultural influences and differences as it relates to their DiSC leadership blend.
- **V2.** Trainee will appreciate their role in establishing a positive organizational climate.
- **V3.** Trainee will uphold the Integrated Core Practice Model as a foundational framework in their role as a supervisor.

Leading in Child Welfare: The Role of the Supervisor-day 2**050118b**

Using the “**Leading in Child Welfare: The Role of the Supervisor-day 2**” learning objectives below, create a 1-day (6-hour) classroom curriculum including all aspects outlined in the “Scope of Work” section on page 1 of this document:

Knowledge:

- **K1.** Trainee will identify the following key child welfare legislation and data, fiscal, and practice tools related to outcomes, assessment, placement and funding, and understand their role in relationship to them:

Legislation:

- Adoption and Safe Families Act of 1997 (ASFA)
- Child Welfare System Improvement and Accountability Act of 2001 (AB636);
- California Child and Family Services Review (C-CFSR)
 - County Self-Assessment (CSA)
 - System Improvement Plan (SIP)
- Continuum of Care Reform (CCR)

Communication:

- All County Letters (ACL)
- All County Information Notices (ACIN)

Data/Fiscal Tools:

- Child Welfare Services Case Management System (CWS/CMS)
 - Adoption and Foster Care Analysis and Reporting System (AFCARS)
- Time Study

Practice Tools:

- Child and Family Teaming (CFT)
- Child and Adolescent Needs and Strengths (CANS)
- Structured Decision Making (SDM)
- Safe Measures
- **K2.** Trainee will examine their individual professional quality of life as a critical element in developing their own self care plan while supporting staff to do the same.
- **K3.** Trainee will list and differentiate the signs and symptoms of burnout, secondary trauma, compassion fatigue, and vicarious trauma.

Skills:

- **S1.** Given a child welfare supervision scenario, trainee will demonstrate the ability to adapt their supervisory style to support social worker well-being and effectiveness.

Values:

- **V1.** Trainee will strive to articulate to staff and stakeholders how child welfare policy and legislative directives can lead to better outcomes for children and families.
- **V2.** Trainee will encourage and exemplify the importance of work/life balance.

Creating an Organizational Learning Environment**050118c**

Using the “**Creating an Organizational Learning Environment**” learning objectives below, create a 2-day (12-hour) classroom curriculum including all aspects outlined in the “Scope of Work” section on page 1 of this document:

Knowledge:

- **K1.** Trainee will identify engagement strategies (such as reflective practice, motivational interviewing, and solution-focused strategies) to promote and facilitate inclusive decision making.
- **K2.** Trainee will recognize the following coaching skills required for implementation of a skills-based coaching model:
 - Relationship/rapport building
 - Asking useful/powerful questions
 - Active listening and reflective listening
 - Goal setting
 - Observation and demonstration
 - Conversations designed to facilitate reflective learning
 - Conversations designed to provide feedback
- **K3.** Trainee will recognize the definition of coaching and common terminology used in skill-based coaching.
- **K4.** Trainee will describe the difference between supervising and coaching and how to integrate both skills in their practice with individuals and groups.
- **K5.** Trainee will describe how their DiSC leadership blend could impact their coaching style, particularly communication and feedback.

Skills:

- **S1.** Trainee will demonstrate the use of solution-focused strategies within the context of cultural humility for collaborative problem solving.
- **S2.** Trainee will demonstrate engagement strategies (such as reflective practice, motivational interviewing, and solution-focused strategies) to promote/facilitate inclusive decision making.
- **S3.** Trainee will demonstrate the following coaching skills: contracting, listening, exploring, action, and reflection when working in an individual or group setting.
- **S4.** Given child welfare supervision case scenarios, trainee will demonstrate:
 - Engagement during difficult conversations through a transparent process of inquiry and feedback.
 - Assessment of underlying needs of family or social worker (including trauma).
 - Identification of intervention strategies and next steps.

Values:

- **V1.** Trainee will commit to communicating hope and understanding through listening to staff challenges, showing compassion, and providing support and encouragement.
- **V2.** Trainee will model their commitment to staff professional development by providing them with opportunities to gain new knowledge and skills through multiple strategies, including: training, coaching, and leadership opportunities.
- **V3.** Trainee will affirm the experiences, culture, voice of families, and contributions of their formal and informal supports as critical to working with the family in a holistic manner.

Case Consultation & Critical Thinking: Teaming for Success**050118d**

Using the “**Case Consultation & Critical Thinking: Teaming for Success**” learning objectives below, create a 2-day (12-hour) classroom curriculum including all aspects outlined in the “Scope of Work” section on page 1 of this document:

Knowledge:

- **K1.** Trainee will identify the role of experiences and beliefs in helping staff recognize socio-cultural assumptions and potential biases that can impede fairness and equity.
- **K2.** Trainee will identify assessment tools that can be used during case consultation to ensure fair, equitable, and collaborative decision making.
- **K3.** Trainee will describe effective collaboration strategies in settings where multiple perspectives are present.
- **K4.** Trainee will describe how supervision and coaching can be used to address casework practices.

Skills:

- **S1.** Using child welfare case consultation scenario(s), trainee will structure a case conference (individual and/or group) to critically think through and organize all relevant case information, including but not limited to:
 - Safety, risk, protective capacities, and family strengths and needs (utilizing Structured Decision Making (SDM) tools and Child Adolescent Needs and Strengths (CANS).
 - Engagement of the family and their network in identifying past acts of protection, current safety threats, safety goals; safety planning and monitoring of the plan with attention to their cultural frame.
 - Activities and behaviors that demonstrate inclusive decision making.
 - Family’s timely progress towards safety goal.
 - Cultural relevance of services provided to the family.
 - Consideration of alternate perspectives and implication of possible biases of social worker, supervisor and family members.
- **S2.** Trainee will demonstrate group facilitation strategies that ensure the inclusion of children, youth, family, community partners, and staff in case planning and decision-making.

Values:

- **V1.** Trainee will model the importance of teaming and collaboration as effective strategies to produce positive outcomes for children, youth, families, community partners and staff.
- **V2.** Trainee will endorse fair and equitable treatment of all team members.
- **V3.** Trainee will appreciate the importance of critical thinking when problem-solving and advocating for the needs of families and staff.

**Navigating Ethical Responsibilities and Dilemmas in Supervision
& Supporting Professional Development**

050118e

Using the “**Navigating Ethical Responsibilities and Dilemmas & Supporting Professional Development**” learning objectives below, create a 1-day (6-hour) classroom curriculum including all aspects outlined in the “Scope of Work” section on page 1 of this document:

Knowledge:

- **K1.** Trainee will recognize their role in supporting professional development and implementation of new skills for social workers.
- **K2.** Trainee will recognize their role in ensuring the transfer of learning from classroom to field for social workers.
- **K3.** Trainee will identify their ethical responsibilities as supervisors in child welfare.

Skills:

- **S1.** Given a child welfare supervision scenario, trainee will demonstrate the use of coaching skills and transfer of learning tools (such as Common Core 3.0 field guide) to support social workers in applying new skills to practice with families.
- **S2.** Given a child welfare supervision scenario, trainee will be able to identify strategies to navigate ethical dilemmas.

Values:

- **V1.** Trainee will recognize their pivotal role in successfully training new social workers and supporting practice improvement for all child welfare staff.
- **V2.** Trainee will promote the collaborative process of Common Core 3.0 by providing protected time for eLearning and field activities.
- **V3.** Trainee will foster practices that promote fair and equitable decision-making.

Data Driven Supervision**050118f**

Using the “**Data Driven Supervision**” learning objectives below, create a 1-day (6-hour) classroom curriculum including all aspects outlined in the “Scope of Work” section on page 1 of this document:

Knowledge:

- **K1.** Trainee will recognize how funding affects services to children and families in their program, and the link between accurate data entry and funding.
- **K2.** Trainee will comprehend the principles of Continuous Quality Improvement (CQI) and how they inform supervisory practice.
- **K3.** Trainee will describe how to navigate the UC Berkeley Center for Social Services Research website and understand that all data on the California Child and Family Services Review (C-CFSR) quarterly, county-specific reports (<http://cssr.berkeley.edu/cwscmsreports/>) can be located there.
- **K4.** Trainee will explain how bias and disproportionality must be addressed at key decision points throughout the life of a case to promote fair and equitable treatment of children and families.

Skills:

- **S1.** Given a child welfare supervision case scenario, the trainee can demonstrate use of Continuous Quality (CQI) principles within casework supervision to monitor progress that meets legal timeframes and aligns with AB636/California Child and Family Services Review (C-CFSR) outcomes.
- **S2.** Given a child welfare supervision case scenario, trainee will demonstrate application of the most accurate time study coding and the corresponding implications for funding.

Values:

- **V1.** Trainee will promote the importance of monitoring and discussing child welfare outcomes and Continuous Quality Improvement (CQI) principles in their ongoing supervision.
- **V2.** Trainee will recognize that modeling and promoting self-reflection about bias and disproportionality advances culturally sensitive and responsive practice that promotes fair and equitable treatment of children and families.
- **V3.** Trainee will endorse the use of child welfare data as a tool to identify, analyze and address disproportionality and systemic bias.

Managing for Accountability**050118g**

Using the “**Managing for Accountability**” learning objectives below, create a 1-day (6-hour) classroom curriculum including all aspects outlined in the “Scope of Work” section on page 1 of this document:

Knowledge:

- **K1.** Trainee will distinguish the range of strategies in performance management including, but not limited to coaching, counseling, corrective action plans, and termination.
- **K2.** Trainee will illustrate how to give interactive feedback, create Specific, Measurable, Achievable, Realistic, Time-limited (SMART) and culturally-relevant behavioral objectives with staff, and track behavioral change.
- **K3.** Trainee will link state and federal measures and data to evaluate and assess staff performance.
- **K4.** Trainee will understand and reinforce the importance of using Structured Decision Making (SDM) definitions, policy, and procedures, including the appropriate use of overrides, when completing assessments.

Skills:

- **S1.** Given a child welfare supervision case scenario, trainee will chart the stages of performance management in addressing:
 - Common problems such as attendance, avoidance of difficult assignments, incomplete contact notes, or persistent failure to follow a supervisory directive.
 - Social worker bias toward a specific class of individuals.
 - Improper use of Structured Decision Making (SDM) tools.
- **S2.** Given a child welfare supervision case scenario, trainee will practice how to:
 - Guide and coach performance during regular supervision conferences throughout the rating period.
 - Maintain a documentation system that supports the performance management and evaluation process.
 - Write evaluations that appropriately address the employee’s strengths, areas for growth and goals.

Values:

- **V1.** Trainee models fair and equitable treatment of all supervisees in ensuring appropriate access to supervision, consideration of individual needs and possible secondary trauma exposure when assessing for performance.
- **V2.** Trainee ensures appropriate use of Structure Decision Making (SDM) and Safe Measures to mitigate implicit bias and support improvements in child and family outcomes of safety, permanency and well-being.

Teaming & Transfer to Practice**050118h**

Using the “**Teaming & Transfer to Practice**” learning objectives below, create a 1-day (6-hour) classroom curriculum including all aspects outlined in the “**Scope of Work**” section on page 1 of this document:

Knowledge:

- **K1.** Trainee will be able to identify the stages of team development and select those which describe their current team.
- **K2.** Trainee will be able to identify common challenges that occur in teams and strategies for enhancing team effectiveness.
- **K3.** Trainee will understand the importance of being responsive to community input, concerns, complaints, and barriers through a transparent process of inquiry, engagement and follow-up.

Skills:

- **S1.** Trainee will assess level of team effectiveness by viewing a video, scaling the components of the five dysfunctions of their team, and generating solutions for improved team effectiveness.
- **S2.** Trainee will develop strategies to improve collaboration and teaming with their manager, staff, peers, internal partners and community partners.
- **S3.** Trainee will create a philosophy of supervision that encompasses coaching, builds on competencies learned in the Supervisor Core series, and develops next steps for implementation.

Values:

- **V1.** Trainee will promote teamwork and collaboration as effective strategies to enhance organizational culture and relationships, generate win-win solutions with partners, and produce positive outcomes for children and families.
- **V2.** Trainee will uphold the necessity of ongoing assessment of self and team dynamics to inform effective supervisory practice and collaboration.