



Statewide Training and Education Committee (STEC)
Katie A. Multidisciplinary Workgroup



**R E C O M M E N D A T I O N S F O R I M P L E M E N T A T I O N O F
T H E C O R E P R A C T I C E M O D E L**

Pursuant to Section V. Training and Technical Assistance of Exhibit 2 of the Katie A. Implementation Plan filed 11/29/12, the Statewide Training and Education Committee (STEC) proposes a sequence of training and technical assistance activities that support adherence to a sustainable core practice model in order to facilitate the transformation of the child welfare and mental health systems.

History:

- Per the Katie A. Settlement Agreement, STEC is charged with assembling a statewide workgroup to guide the collaborative development by child welfare, mental health, and other stakeholders of training curricula, coaching tools, and resources for agency-level implementation.
- On September 12, 2012, CDSS initiated a request to STEC to convene a multidisciplinary workgroup for the joint development of curriculum.
- On November 27, 2012, STEC convened a multidisciplinary workgroup that began to plan the development of joint curricula, educational materials, and training and coaching guidance for the Core Practice Model. The workgroup identified existing curriculum and training resources that could be adapted for statewide use.
- On January 22, 2013, the STEC multidisciplinary workgroup reconvened to formulate recommendations to CDSS and the Court regarding the implementation of training and technical assistance to support the Core Practice Model.

Recommendations:

Successful training and coaching for the Core Practice Model requires the establishment of an overarching framework of system collaboration between child welfare services and mental health departments. STEC's recommendations are aimed at assisting counties to create the systemic infrastructure necessary for realizing and sustaining the Core Practice Model across all levels of the workforce. Development of the infrastructure will provide the organizational foundation for the delivery of joint training and coaching materials for supervisory and line-worker staff.

- (1) In order to support and sustain adherence to the Core Practice Model, STEC recommends that the implementation process is informed by the principles, stages, and components of implementation science as described in the Core Practice Model Guide.
- (2) STEC proposes that its first priority for implementation is to provide guidance to county leadership to create a shared management structure between county-level child welfare and mental health agencies.

- (3) STEC proposes to prepare initial curriculum and training products that will assist shared management leaders to form and develop cross-disciplinary, county-level implementation teams.
- (4) STEC recommends that initial curriculum and training products are provided by June 1, 2013 for first use by counties selected by CDSS for participation in the Learning Collaborative process, which begins by August 1, 2013.
- (5) STEC recommends that the Learning Collaborative provide feedback about the initial curriculum and training products that can be used to refine training materials for statewide dissemination.
- (6) STEC recommends that the products developed for use by the Learning Collaborative serve as precursors for subsequent cross-disciplinary development of curricula and coaching materials for supervisors and line staff in county child welfare services and mental health agencies across the state.
- (7) STEC recommends co-training for child welfare staff, mental health staff, and community-based partners.
- (8) STEC recommends that the process for cross-disciplinary training and staff development is sequenced in five phases:
 - A. Phase 1: Engaging stakeholders
 - i. Parents and youth affiliated with the child welfare or mental health systems shall be invited to participate throughout the implementation process.
 - ii. Stipends should be funded to enable the ongoing participation of parent and youth stakeholders.
 - B. Phase 2A: Creating implementation materials for Child Welfare Service and Mental Health leadership, including training tools and curricula that facilitate implementation planning
 - i. Managers and supervisors should be trained first and become fluent in the Core Practice Model.
 - ii. It is essential to establish an agency infrastructure that can support coaching and ongoing staff development for practicing the Core Practice Model.
 - iii. The timing of the implementation materials should be coordinated with issuance of the ACL re: the forthcoming readiness assessment, and the formation of the Learning Collaborative.
 - C. Phase 2B: Identifying existing curricula and practices that support the Core Practice Model
 - i. STEC's multidisciplinary workgroup shall continue to identify curriculum and training resources that can be adapted for training the Core Practice Model.
 - D. Phase 3: Utilizing the Learning Collaborative to identify additional training and staff development products and refine the implementation materials for use by subsequent counties
 - i. The Learning Collaborative and other implementation activities will be used to identify and inform the training and curriculum needs of individual counties, so that subsequent content development can be well matched and responsive to a variety of county circumstances.
 - E. Phase 4: Revising implementation materials and developing curricula and coaching tools based on feedback from the Learning Collaborative
 - i. Implementation materials for county leadership will be revised, incorporating the recommendations of the Learning Collaborative.
 - ii. Curricula and coaching tools will be developed for the existing workforce of supervisors and line staff in county child welfare services and mental health agencies across the state.

- iii. Simultaneously, CPM principles, values, standards, and practice components will be integrated into the California Common Core 3.0¹ curriculum development process, based on the CPM curricula and coaching tools in development for the existing workforce.
- iv. Curriculum should be co-developed with community-based partners.
- v. Curriculum should draw from CAPP's work on disproportionality, disparities, and the engagement of parents, youth, and families.
- vi. Curriculum should include content that addresses use of a mental health screening tool.

Phase 5: Refining curricula and coaching tools for leadership, the existing workforce, and the California Common Core, all on an ongoing basis

- i. Curricula and other training and coaching tools will be further refined over time, and integrated into ongoing university-based education and in-service training systems (e.g. curriculum for Title IV-E and Mental Health Stipend Programs, etc.)
- ii. Community-based partners will be invited to participate on an ongoing basis with cross-disciplinary training and coaching staff to review and modify curricula and other training and coaching tools.

¹ The California Common Core is statewide, standardized curricula for new child welfare workers and new child welfare supervisors, mandated by California's Program Improvement Plan as part of the 2003 federal Child and Family Services Review. The Common Core Curricula was first issued in 2005. Version 3.0 is currently in development.