

September 4, 2019

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

EXECUTIVE SUMMARY

ALL COUNTY INFORMATION NOTICE NO. I-53-19

The purpose of this All County Information Notice (ACIN) is to provide information to all county partners and staff about the development and implementation of California's statewide standardized Supervisor Core training curriculum for newly hired, assigned, or promoted child welfare supervisors. This ACIN provides historical context for the development of the new curriculum and is intended to advise our county partners of the upcoming change to the Supervisor Core training requirements, the transition and implementation plan, and the statewide evaluation plan. An email address that county partners can access with any questions or requests for additional support is also included.



KIM JOHNSON
DIRECTOR

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
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September 4, 2019

ALL COUNTY INFORMATION NOTICE NO.I-53-19

TO: ALL ADOPTION DISTRICT OFFICES
ALL COUNTY ADOPTION AGENCIES
ALL COUNTY WELFARE DIRECTORS
ALL TITLE IV-E AGREEMENT TRIBES
ALL CHIEF PROBATION OFFICERS
ALL COUNTY MENTAL HEALTH DIRECTORS

SUBJECT: DEVELOPMENT AND IMPLEMENTATION OF THE STATEWIDE
SUPERVISOR CORE TRAINING CURRICULUM

REFERENCE: MANUAL OF POLICIES AND PROCEDURES, DIVISION 14, SECTION
14-600; ACIN I-66-03; ACIN I-49-05, ACIN

BACKGROUND AND PURPOSE

California's Round One Program Improvement Plan (PIP), developed as a result of the 2003 federal Child and Family Services Review (CFSR), called for the development of a statewide training program for new child welfare supervisors, and required ongoing statewide evaluation of the Supervisor Core training curriculum. Regulations passed in July 2008 further stipulate that all supervisors must complete a standardized core training program approved by the California Department of Social Services (CDSS).

While the Common Core 3.0 curriculum for child welfare social workers was standardized with mandated courses and sequencing requirements, as well as specific content and delivery expectations, development of the Supervisor Core training program allowed for greater flexibility. Early in development, one course (Casework Supervision) was fully standardized, but the remainder of the curriculum was only standardized in terms of its Learning Objectives (LOs) and broader themes that should be covered. Each of California's four Regional Training Academies (RTAs), as well as the Los Angeles Department of Children and Family Services (LADCFS), were mandated to

adhere to these LOs and themes, but were able to modify specific content in the curriculum. This resulted in similar but distinguishable versions of Supervisor Core training in the state of California. With the delivery of a statewide curriculum, the CDSS and the California Social Work Education Center (CalSWEC) can better ensure standardized training delivery and improved evaluation.

This update will also create a more parallel training process between Common Core 3.0 and Supervisor Core. Likewise, implementation of the new Supervisor Core will include delivery of the curriculum as written and consistent sequencing statewide to maintain fidelity to the model. The curriculum, as a series, is designed to develop progressively, with each training day building on the ones preceding it. As such, it is intended that trainees attend Supervisor Core in sequence. In recognition that training days are sometimes missed, each county, along with their respective RTA, should arrange for make-up opportunities to ensure timely completion of the series for all new supervisors.

Initial steps began in 2016, with partners from around the state gathering input and guidance via focus groups on core concepts for the development of a single statewide curriculum for child welfare supervisors. The information gathered through this process was compiled into a draft curriculum plan, and final edits to the plan were made in collaboration with the County Welfare Director's Association of California

Thus, to improve statewide Supervisor training, and mirroring the goals set forth for the Common Core 3.0 Social Worker training curriculum, the Supervisor Core redesign efforts aim to create one standardized curriculum that is comprehensive in its inclusion of the key knowledge, skills, and values that are essential for holding a leadership role in child welfare.

FRAMEWORK AND CONCEPT

The framework for this curriculum is rooted in and focuses heavily upon the principles of the California Integrated Core Practice Model (ICPM). Throughout the ten-day training series, new supervisors are asked to consider their unique and significant role in advancing child welfare practice in California, and how relying upon and modeling the ICPM behaviors will facilitate this process.

The training series aims to prepare newly hired supervisors for their transition from Social Worker to Supervisor. Emphases of the curriculum include principles of coaching, teaming, case consultation, and how to support and encourage professional development. Training topics, by day, for Supervisor Core are as follows:

Days 1 and 2:	Leading in Child Welfare: The Role of the Supervisor
Days 3 and 4:	Creating an Organizational Learning Environment
Days 5 and 6:	Case Consultation and Critical Thinking: Teaming for Success
Day 7:	Ethical Practice and Supporting Professional Development
Day 8:	Data-Informed Supervision
Day 9:	Managing for Accountability
Day 10:	Teaming and Transfer to Practice

Training days are structured as such: Introduction of knowledge-based components, opportunities to put concepts to practice, discussion and debriefing of the practice activity, and opportunities for self-reflection.

In an effort to support workforce development, and to underline the fact that this training series is not intended to deliver fully-developed supervisors at its conclusion, but rather, introduces core concepts and provides a foundation upon which new supervisors can continue to develop their knowledge and skill sets, the Supervisor Core training program will include a culminating product. Through self-reflection and goal-setting exercises, trainees will gradually build a Professional Development Plan throughout their ten days of training. On the final day, trainees will spend time tying together concepts from their training experience and identifying personalized opportunities for continued development. These will be compiled into a coherent Professional Development Plan that trainees can take back and use in their respective counties as they develop in their new role.

CURRICULUM DEVELOPMENT

California's Supervisor Core curriculum was written under contract by West Coast Practice Consultants. Draft versions of the curricula were released statewide in two-day modules, each with a one-month open review period for stakeholder feedback. The Supervisor Core Development Oversight Group, composed of training partners from each RTA and LADCFS, including curriculum specialists and subject matter experts from across the state, met monthly to vet the feedback received through the public comment period as well as to conduct their own review and recommend revisions to the curriculum. The revised draft of each two-day module was then piloted twice, with pilots held in both Sacramento County and Los Angeles County.

In the interest of gathering input from a range of experiences and perspectives, pilot participants consisted of both newly hired and experienced supervisors. Each pilot session was also attended by a group of observers, consisting of subject matter experts, training partners, curriculum specialists, evaluation specialists, child welfare managers, and county partners from around the state. At the end of each pilot day, feedback and recommendations were collected from both participants and observers.

A compilation of all recommendations for revisions were forwarded to the curriculum writers to aid in finalizing the post-pilot curriculum draft.

The ten-day series will undergo a final round of revision through a collaborative process between the Supervisor Core Development Oversight Group and West Coast Practice Consultants, in preparation for implementation. The revision process will be ongoing, with plans to continue observing effectiveness of the curriculum post-implementation. A process for quarterly curriculum revisions will be created to ensure continuous quality improvement.

TRANSITION PROCESS AND IMPLEMENTATION PLAN

Implementation of the new statewide Supervisor Core training series will begin January 1, 2020. Implementation is defined as the ten-day training series, in its entirety, provided to all new cohorts of supervisors, with vetted and trained trainers, by each RTA and LADCFS. Our training partners will also continue to provide their existing Supervisor Core training program for up to one year past implementation (until January 1, 2021), in order to allow all supervisors who began training under the previous model to complete their training requirements.

At the end of this process, some supervisors who still need to complete a missed class may remain. In this event, each RTA and LADCFS will need to compare the statewide curriculum to their existing curriculum to identify parallel training opportunities. Each RTA will determine appropriate training opportunities to allow all supervisors to complete their core training.

In preparation for the implementation of the statewide Supervisor Core training program, the Department's training partners will build capacity for delivery of the new curriculum. A Training-for-Trainers program will also be developed to ensure that every trainer delivering the statewide Supervisor Core curriculum will be fully trained and equipped to deliver the curriculum with fidelity.

EVALUATION PLAN

An essential element of continuous quality improvement is the ability to evaluate the efficacy of a program. In terms of assessing a training program, a strong evaluation design will consider the impact of both the content and the delivery of the material, and a strong analysis plan will allow for the unique contribution of each to be modeled statistically. It is also useful to consider how the curriculum is being received by the target audience, and inclusion of a "satisfaction survey" will capture this data.

In keeping consistent with the factors considered in the LOs, an evaluation plan will include measures of declarative knowledge acquisition, skills acquisition, and have the ability to measure whether the transfer of learning has occurred. For the new Supervisor Core curriculum, knowledge and skills acquisition will be captured via a comprehensive pre- and post-test, allowing the Department to first establish baseline knowledge, and later gauge knowledge and skill-gain. A method for analyzing impact of delivery is currently under development.

With the goal of supporting workforce development, the new Supervisor Core training series will also feature a new evaluation component. Analyses of each trainee's pre-to-post evaluation will include identification of topic areas of strength, and topic areas wherein trainees would benefit from additional supports. Resource material and/or content suggestions for these additional supports will be provided to trainees and to their respective county managers.

Additional information about the new Supervisor Core curriculum, including detailed information regarding planned content, implementation timelines, and Frequently Asked Questions, can be found on the CalSWEC website at <https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/supervisor-core>.

If you have any questions about the development or implementation of the new Supervisor Core curriculum, you may contact the Training Support Unit at cwstrainingquestions@dss.ca.gov.

Sincerely,

Original Document Signed By:

MARY SHEPPARD, LCSW
Branch Chief
Child Protection and Family Support
Children and Family Services Division

c: County Welfare Director's Association