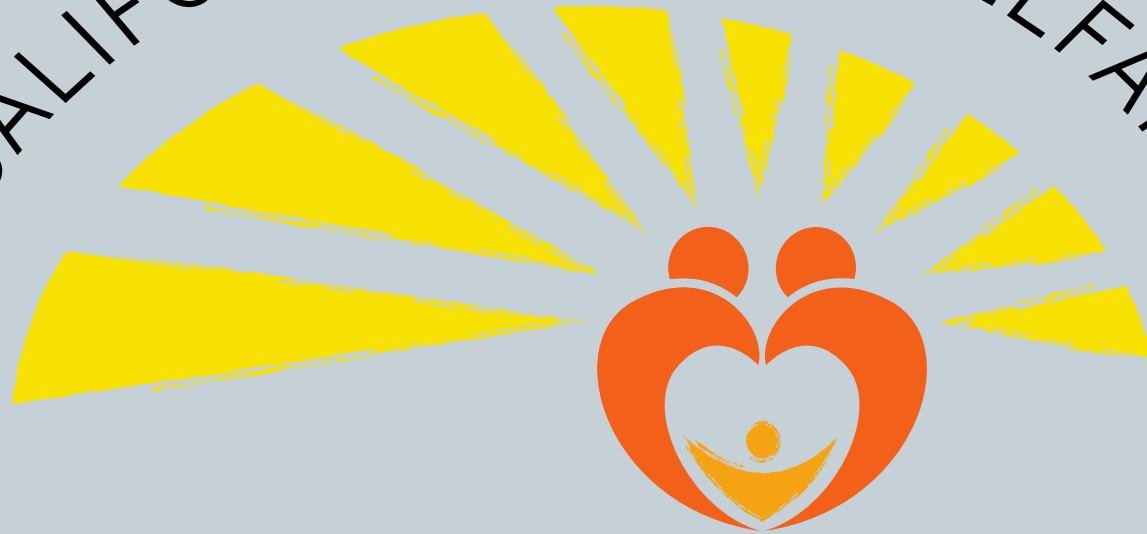


CALIFORNIA CHILD WELFARE



CORE PRACTICE MODEL

A Guiding Framework for Child Welfare Practice

Your Presenters

2

- **Sylvia Deporto, Deputy Director, FCS, San Francisco County**
- **Tricia Gonzalez, Deputy Director, CWS, Fresno County**
- **Stuart Oppenheim, Executive Director, Child and Family Policy Institute of California**
- **Danna Fabella, Project Director, Child and Family Policy Institute of California**
- **Melissa Connelly, In-Service Training Director, CalSWEC**

Our Goal for Today

3

- Review the CPM (including the recently developed leadership behaviors)
- Discuss how the CPM supports implementation of CCR and RFA
- Share strategies counties are using to integrate the CPM in agency programs and community contracts

CPM Overview

4

GUIDING VISION
THEORETICAL FRAMEWORK
VALUES
COMPONENTS
ELEMENTS
BEHAVIORS



Guiding Vision:

5

California's 58 counties embrace one practice model that guides their individual Child Welfare Services programs by integrating successful practices into a framework that supports the achievement of safety, permanency and well-being for children and their families in the Child Welfare Services system

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

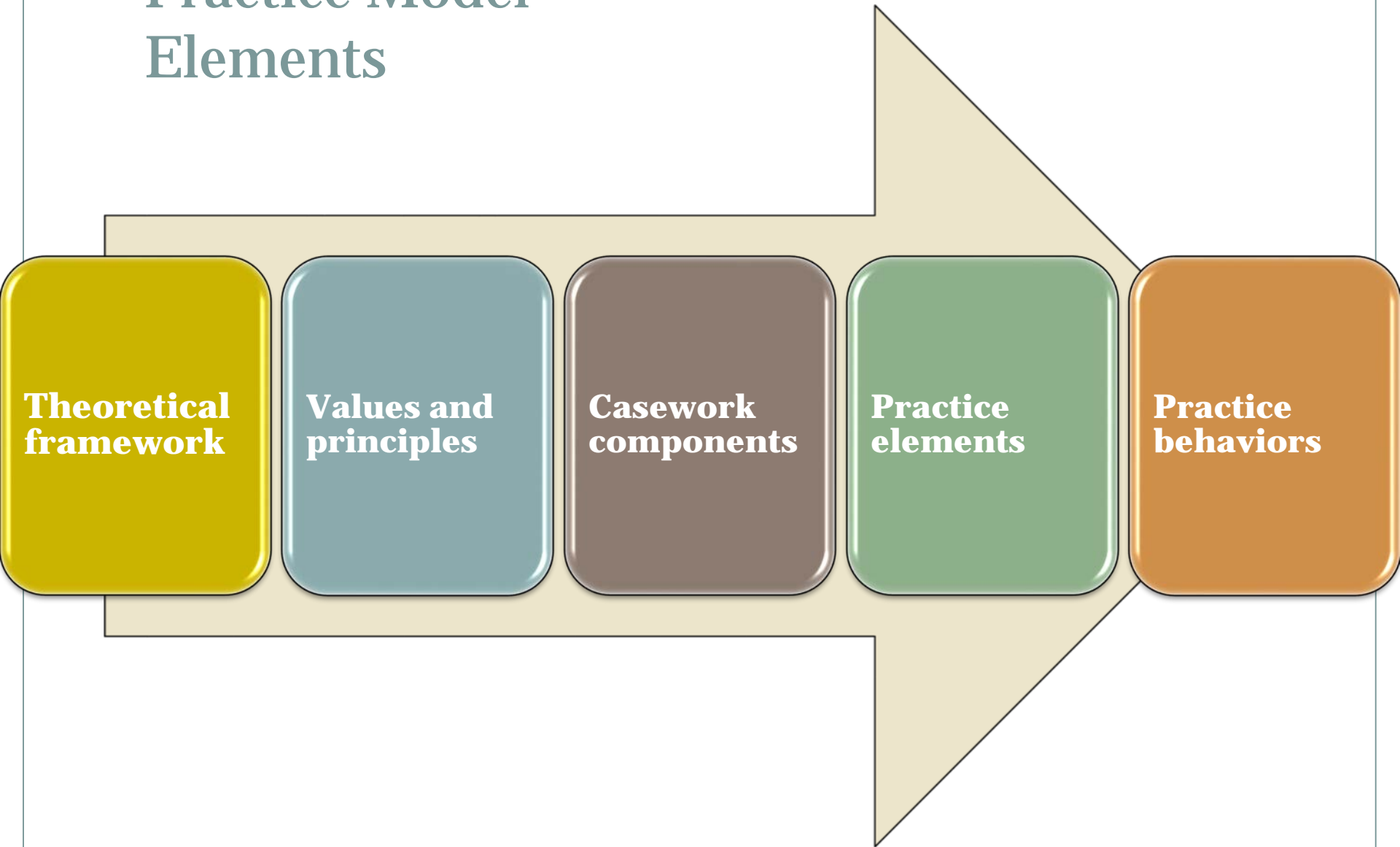


7

A magnifying glass is held over a sunset sky, symbolizing a closer look at a model. The sky is filled with scattered clouds, some of which are illuminated by the setting sun, creating a warm, golden glow. The foreground is dark, showing the silhouette of a hand holding the magnifying glass handle. The overall scene is a metaphor for examining a model in detail.

Let's take a closer look at the model.

Practice Model Elements

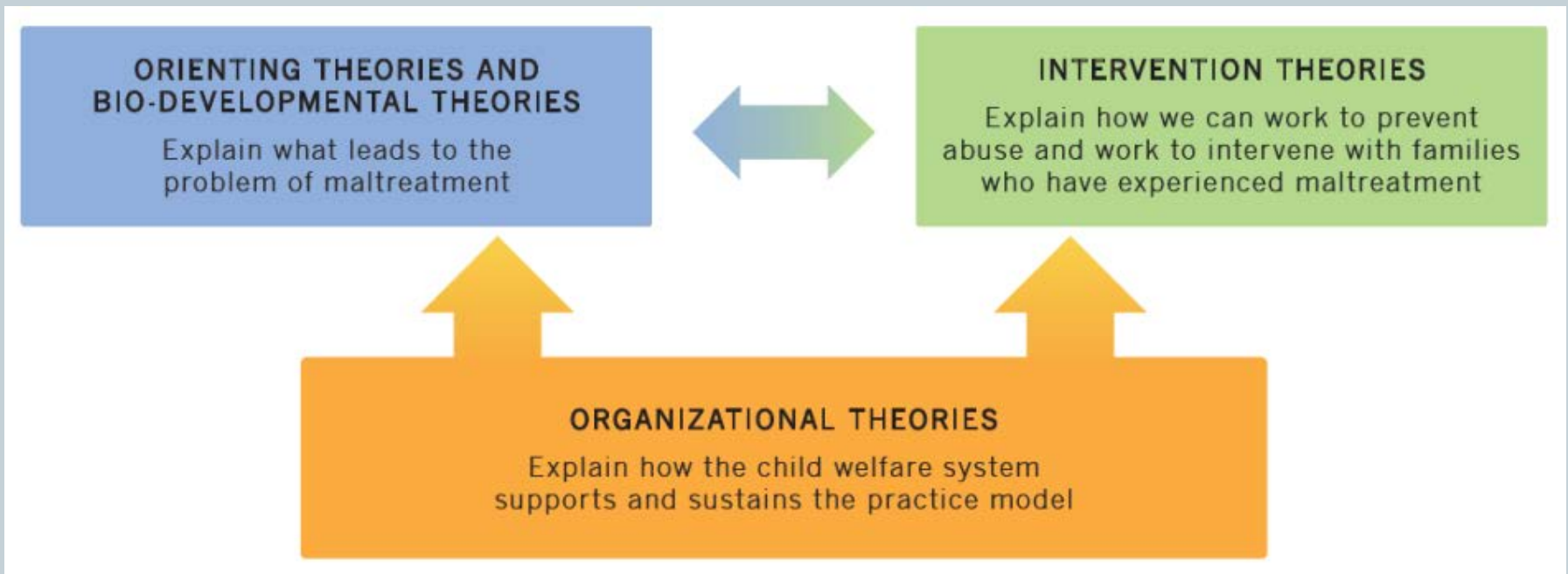


Theoretical Framework

- **Our theoretical framework is an organized set of explanatory principles that help us understand:**
 - What leads to the problem of child maltreatment?
 - How can we work to prevent child maltreatment from starting or stop it once it has started?

Theoretical Framework

10



Values

11

Our values provide an expression of an ideal or optimal state of being.

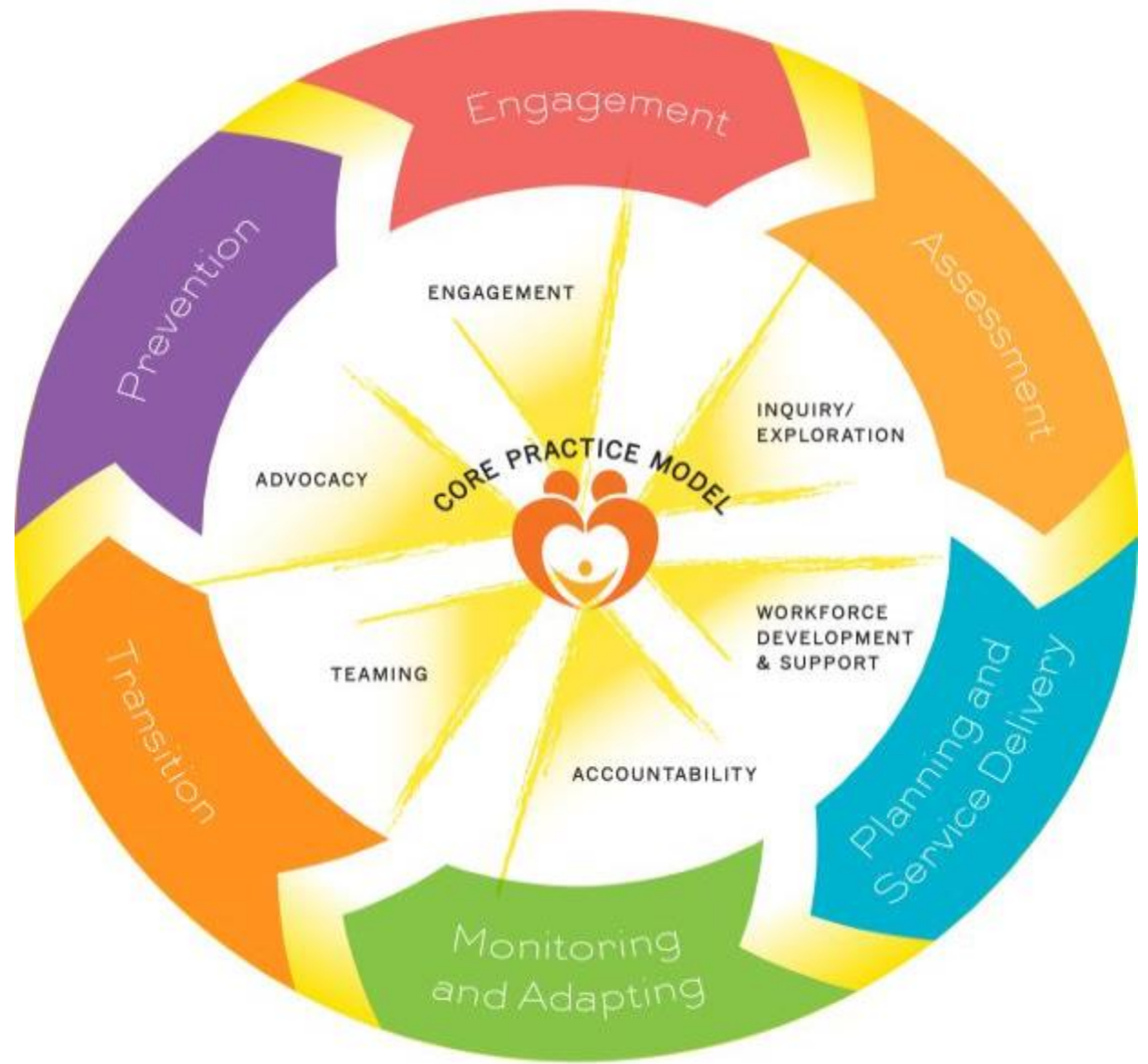
They explain what we are striving for in our work with families.

Our Values: This is What We Believe

12

- **Respectful Engagement**
- **Evidence-Informed Services and Practices**
- **Cultural Responsiveness**
- **Safety**
- **Permanency**
- **Well-Being**
- **Partnership with Families and Communities**
- **Professional Competency**
- **Organizational Support**
- **Growth and Change for Families and Organizations**

Casework Components: This is What We Do



Practice Elements: This is How We Do It

14

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

Practice Behaviors

15

- 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.
- Provide direction to practitioners about how they will practice social work using the practice model.

Leadership Behaviors

16

- 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

LEADERSHIP 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.

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.

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.

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

- 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.

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.

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.

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.

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.

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.

CPM, CCR, and RFA

18

INTEGRATED IMPLEMENTATION

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

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.

Home - Based Family Care

- 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

Short-Term Residential Treatment

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

Publicly Available Performance Data



CPM Implementation

20

**CALIFORNIA CHILD WELFARE
CORE PRACTICE MODEL
DIRECTORS INSTITUTE**

COUNTY IMPLEMENTATION EFFORTS

Child Welfare CPM Directors Institute Structure

21

- Pre-Work (Webinars, Homework)
- Child Welfare Director Learning Session #1 (March 2017)
 - Implementation Circles
 - ✦ County specific work
- Child Welfare Director Learning Session #2 (May 2017)
 - Implementation Circles
 - ✦ County specific work
- Child Welfare Director Learning Session #3 (September 2017)
 - Implementation Circles
 - ✦ County Specific work

Statewide Convenings

22

- **Child Welfare Director Learning Session #1**
 - CPM as an avenue for change
 - Linked leadership implementation
 - Purpose & structure of county implementation teams
- **Child Welfare Director Learning Session #2**
 - CQI & being a learning organization
 - Shared learning from implementation circles
 - Putting tools to use and making it real in your county
- **Child Welfare Director Learning Session #3**
 - Developing final implementation plans

Implementation Circles

23

5 key topics:

- **Organizational Assessment**
- **Role of the Supervisor**
- **Workforce development**
- **Program Evaluation**
- **Engagement, Relationships, Partner Building**

County Activities

24

- **San Francisco**
 - Quick Guide
 - Performance Management Tools
 - Engaging Service Providers: Seneca
- **Fresno**
 - Supervisor Learning Circles
 - Continuous Quality Improvement efforts

Cataloging Your Efforts

25

- **Turn to your neighbor and discuss:**
 - What are you doing (or what have you done) in your county to build implementation capacity?
 - What are you doing in your county to integrate the CPM and align it programmatically?

Questions?



Next Steps

27

- **CPMI Institutes**
 - **March 2017**
 - **May 2017**
 - **September 2017**