

Children and Youth System of Care State Technical Assistance Team

April 14, 2021

MOU Part 8: Staff Recruitment, Training and Coaching



Agenda

- Updates
- Children & Youth System of Care State Technical Assistance Team presentation
- Local County presentation
- Q&A

System of Care Updates

- Webinars now posted on new landing page:
<https://humanservices.ucdavis.edu/system-of-care-technical-assistance>
- Update on child-specific technical assistance provided
 - Total Calls 4/1/2020 - 3/12/2021: **101**
- 17 counties have submitted executed MOUs
 - List of submitted MOUs is available:
 - <https://www.chhs.ca.gov/home/system-of-care/>

California Department of Social Services Updates

- **All County Letter (ACL) 21-27**, Child Welfare Requirements for Child and Adolescent Needs and Strengths (CANS) Training, Certification, and Entry of CANS Data into the California Automated Response and Engagement System (CARES)-Live (released 3/12/21):
<https://cdss.ca.gov/Portals/9/Additional-Resources/Letters-and-Notices/ACLs/2021/21-27.pdf?ver=2021-03-12-092601-463>
- New training resources from the University of Maryland School of Social Work available: <https://theinstitute.umaryland.edu/training/>

Department of Health Care Services Updates

- CalAIM Demonstration – 30-day public comment period and hearings
- CalAIM Foster Care Workgroup – Upcoming Meeting on Friday, April 23rd
- Specialty Mental Health Services Infographics FY 18–19

CDE Update (1)

The joint CDE/CDSS Best Interest Determination letter has been revised:

<https://www.cde.ca.gov/ls/pf/fy/documents/bidjointletter.pdf>

CDE Update (2)

2020 Foster Youth Outcomes Data Overview

(PPTX) Describes the educational outcomes for foster youth available during the 2019–20 school year. Includes multiple years of foster youth enrollment counts, 2019–20 graduation rates, 2018–19 suspension and chronic absenteeism rates, and 2017–18 college going rates:

<https://www.cde.ca.gov/ls/pf/fy/documents/fyonepager1920.pptx>

CDE Update (3)

Foster Youth definition matrix - Different definitions of children and youth in foster care are used in relation to programs, services, educational entitlements, and programmatic funding supporting foster youth in schools. These definitions can vary at both the state and federal levels:

<https://www.cde.ca.gov/ds/sg/fosteryouth.asp>

MOU Part 8: Staff Recruitment, Training and Coaching

Two interconnected personnel processes:

1. Recruitment and orientation of teammates and staff
2. Ongoing training and developing the existing workforce

Practices for Success

1. Have all members complete a crosswalk training of each agencies systems.
2. Have all members complete a crosswalk exercise to identify interagency initiative agreements including but not limited to Competitive Integrated Employment (CIE) Blueprint Local Partnership Agreements (LPAs).

-AB 2083 MOU Guidance Page 30

Some Guiding Questions:

- Is there a shared, single training plan that captures the collaborative content and processes for training to System of Care practice?
- Will the staff in direct service roles consistently be cross-trained, especially in key elements of ICPM such as engagement, teaming, care and service planning and transitioning?

-AB 2083 MOU Guidance Page 29

Shared Recruitment, Training and Coaching

- Supports system connectivity and staff comfort when working in multidisciplinary, multi-agency teams.
- Strengthens staff/team engagement and trust through shared learning.
- Increases resource availability, as staff become aware of the collective continuum of expertise of system's partners and contractors.
- Reduces training and workforce development costs.

Recommendations for Shared Recruitment and Hiring

- Cross-agency hiring panels
- Use of a "System of Care" Orientation Tool
- Shared promotional opportunities across the system
- Cross-walk job descriptions for "System" level language and intent (ex. ICPM behaviors)

Polling Question:

Does your county have any successful examples of interagency recruitment practices?

Some Common Training Needs (1)

- What is your county System of Care?
- Integrated Core Practice Model Use
 - Principles, phases, practice behaviors
 - How other "system practices" connect in support of ICPM and System of Care
- Interagency Placement Committee Processes
- Continuum of placement and service options and processes

Some Common Training Needs (2)

- Trauma/Adverse Childhood Experiences
- Secondary Trauma (Self Care)
- Overviews to partner's Continuum of Programs ("What each agency does")
- Diversity and Inclusion

Some Common Training Needs (3)

- Privacy and Confidentiality/Information Management
- Law and Ethics
- Field Safety/Disaster/Emergency Response

Practice Level Training Needs

- Facilitation and teaming
- Assessment, screening and transitions
- Eligibility processes
- Recovery and resiliency
- Documentation and record keeping
- Co-occurring services
- Youth and parent advocacy/power sharing

Santa Clara MOU (1)

- Identifies positions directly related to the delivery of the system of care and review to provide recommendations regarding the appropriate description, standards, experience and qualifications.
- The minimum requirements for such positions shall be outlined and agreed upon.
- Define recommended required trainings during on-boarding of newly hired employees.

Santa Clara MOU (2)

- Training or in-service content which may be of value to System Partner staff or other key partners shall be planned and delivered via joint process.
- Financial training resources shall be used in the most flexible and adaptable manner possible to facilitate the cross training and preparation of team members.

Santa Clara MOU (3)

"...shall also include provisions on the following:"

- Ongoing opportunities to cross train staff in direct service roles from various county systems.
- Key elements of ICPM such as engagement, teaming, care and service planning and transitioning.

Santa Clara MOU (4)

- Ongoing training plan on trauma informed care.
- Ongoing coaching opportunities to help with the transfer of learning to practice, continue with skill building, being able to problem solve, and staying on track.

Santa Clara MOU (5)

- The SYSTEM PARTNERS also agree to share best practices and recommendations regarding the Performance Evaluations and supervision of certain key manager and supervisor positions in direct service roles.
- The Operational Manual shall include or summarize the Performance Review processes of SYSTEM PARTNER agencies to the extent allowed by state and federal employment laws.

Sample Local CYSOC Training Plan

Jennifer Cook, LCSW, Assistant Director,
Children's System of Care, Placer County

Beyond the MOU: Cross Training Delivery Tips

- Trainers should ensure that staff from multiple systems feel welcome.
- Ensure that content, as applicable, focuses on how the practice or content applies to all AB 2083 partners.
- Be thoughtful about using acronyms, since each discipline has their own.
- Message the value that each agency or role has and that it takes all of us working together to meet the needs of kids and families.

The California Integrated Training Guide & ICPM Implementation (1)

- A blueprint for training, coaching, and technical assistance which supports leadership and practitioners in California's System of Care for Children and Youth.
- Support training and professional development from multiple systems to work collaboratively and with families under the rubric of the Integrated Core Practice Model.

The California Integrated Training Guide & ICPM Implementation (2)

- Seeks to establish conceptually, the essential content for practitioners and leaders to put into action AB 2083's MOU required Cross Training Elements (Part 8 of your MOU).

Integrated Training Guide Supports Leadership Development

1. Developing & maintaining MOUs
2. Building cross-system relationships and alliances
3. Shared decision making
4. Collaborative fiscal strategies
5. Continuous Quality Improvement (CQI)
6. Effective communication and conflict resolution
7. Supporting parent, youth, & Tribal advocates
8. Consultation and Coaching

Other Features/Recommendations of the Integrated Training Guide

- Interagency teams in the same room
- Co-training with parent and youth leaders & Tribal representatives
- Honor lived experience
- Strengthens connection between training and practice
- Evaluation component

Shasta County

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Regulation Break

- ❑ Imagine you are in one of your favorite places
- ❑ Gently roll your neck in one direction, then switch and roll in the other direction.
- ❑ Next, roll your shoulders back three times, then forward three times.
- ❑ Reach your hands high up above your head for the count of three and take a couple cleansing breaths.
- ❑ In your mind, give thanks for one person in your life....



Our Journey....



- ❑ Strengthening Families Collaborative
- ❑ ACE Interface Training (26 individuals from community organizations)
- ❑ ACE Education across the community (agencies, schools, churches, rotary, kiwanis, parent groups, board of supervisors and city council) **over 3,561 trainings**
- ❑ Two Town Hall meetings- Introduced the Science of ACEs and released a call to action on response cards
- ❑ Shared the Resilience film- **1,738 showings**
- ❑ Systems changes across the community
- ❑ Our future journey of HOPE

Strengthening Families

Collaborative

VISION:

A connected
community for strong,
safe families

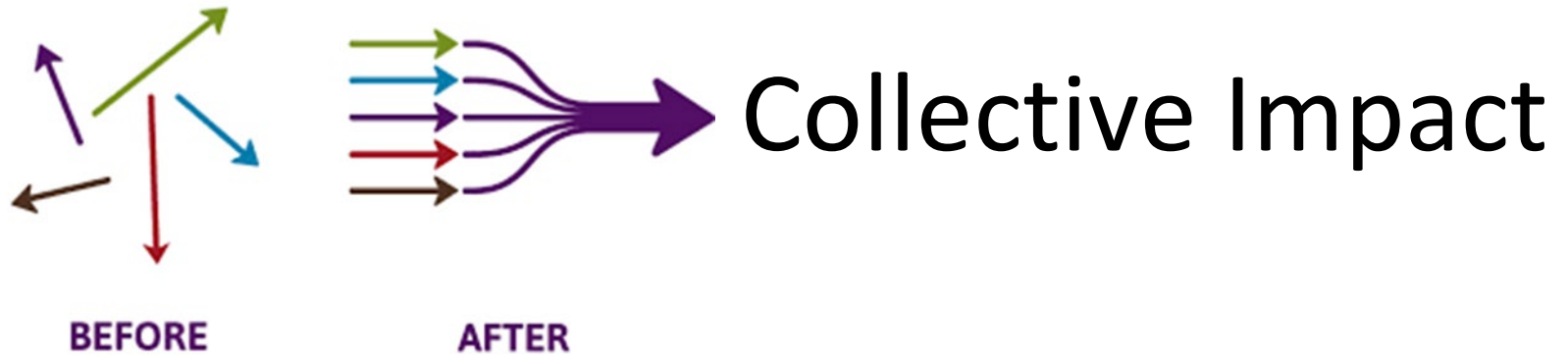
MISSION:

Strengthen families and
reduce ACEs by
increasing protective
factors, coordinating
service systems and
engaging the
community



shasta
**Strengthening
Families**
strong • safe • connected

Cooperation and Collaboration



Strengthening Families Collaborative (1)

- Angela Jones, One Safe Place
- Melissa Janulewicz, HHSA Public Health
- Cathy Wyatt, Northern Valley Catholic Social Service
- Chere Sullivan, Far Northern Regional Center
- Nancy Bolen, HHSA Children's Services
- Gordon Chatham, Shasta Head Start

Strengthening Families Collaborative (2)

- Kelly Rizzi, Shasta County Office of Education
- Michael Burke, Pathways to Hope for Children (Chair-elect)
- Susan Wilson, Youth Options (Past Chair)
- Tracie Neal, Shasta County Probation
- Wendy Dickens, First 5 Shasta (Chair)

Supported by Research

An ACE study confirms, with scientific evidence, that early adversity increases physical, mental, and emotional problems, scientists report

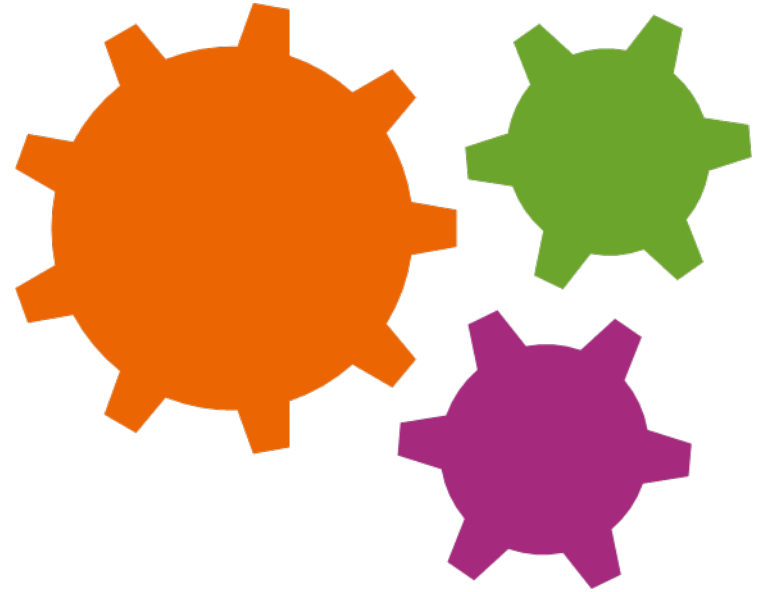
Based on a study of over 17,000 participants, led by investigators Dr. Robert Anda and Dr. Vincent Filetti conducted by the Centers for Disease Control & Prevention and Kaiser Permanente

A Rising Tide Lifts all Vessels

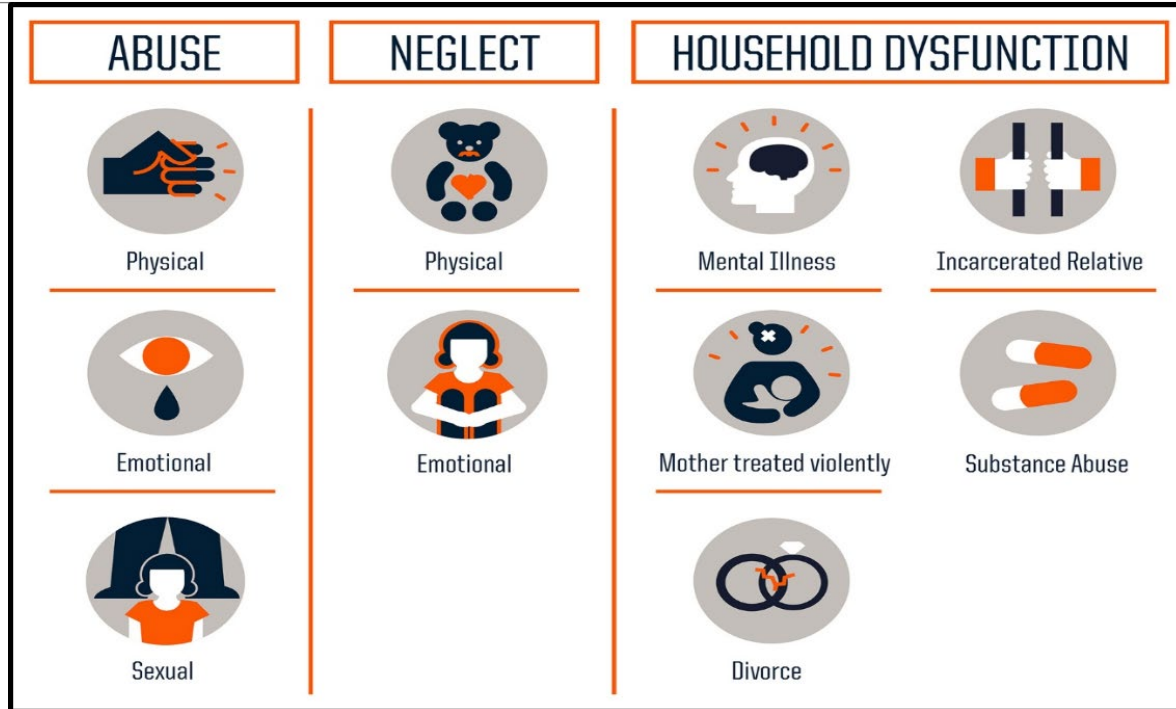


“Work Within your Sphere of Influence”

- Community affected by ACEs
- Family Services
- Education System
- Health System
- Justice System
- Faith Community
- Business Community



Sources of Trauma



The Truth about ACEs

- ❑ Your score does not define you... It informs you (very subjective)
- ❑ Epigenetics / DNA impact overall health
- ❑ Not zip code dependent
- ❑ Resilience scores come into play
- ❑ Relational Health mitigates the trauma from ACEs



Shift Your Perspective

Shift from

"What's wrong with you?"

to

"What happened to you?"



Systems and Policy Changes made due to Collaborative work to address ACEs (1)

- ❑ Probation now conducts ACEs screening during Intake
- ❑ Employee onboarding with HHSA includes ACE training
- ❑ Trauma Informed Practices are woven into many organizations (brain science and regulation training, mindfulness activities)

Systems and Policy Changes made due to Collaborative work to address ACEs (2)

- ❑ Attend to Achieve (Absenteeism work)
- ❑ Help Me Grow – Early Intervention
- ❑ Common language across the community- especially powerful in the educational sector while working through the impacts of COVID on students.

The Pair of ACEs: COVID-19 Adverse Community Experiences

- Housing Instability
- Food Insecurity
- Substance Abuse and Domestic Violence
- Lack of Access to Primary Care and Screening
- Unemployment and Lack of Paid Leave
- Lack of Access to Technology, Remote Work, and Education Opportunities
- Higher Rates of Risk Factors and Mortality due to Chronic Disease

The Pair of ACEs: COVID-19 Adverse Community Environments

- Poverty
- Discrimination
- Community Disruption
- Violence
- Poor Housing Quality and Affordability
- Lack of Opportunity, Economic Mobility, and Social Capital

Ellis, W., Dietz, W, (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-93.
DOI Information: [10.1016/j.acap.2016.12.011](https://doi.org/10.1016/j.acap.2016.12.011)

System Change and Policy Change Review

- Systems changes and policy changes are easier when you collaborate across professional arenas.
- Systems change can promote policy changes and is powerful.
- Policy changes can take time to fully develop

Our Future...

Over 2,000 Published Studies on the Science of HOPE

“In every published study of hope, every single one, hope is the single best predictor of well-being compared to any other measures of trauma recovery. This finding is consistently corroborated with other published studies from top universities showing that hope is the best predictor for a life well-lived.”

~Casey Gwinn & Chan Hellman

Hope Rising: How the Science of HOPE Can Change Your Life, Nov. 2018

It Takes a System

“Despite the widespread belief that individual grit, extraordinary self-reliance, or some in-born, heroic strength of character can triumph over calamity, science now tells us that it is the reliable presence of at least one supportive relationship and multiple opportunities for developing effective coping skills that are essential building blocks for the capacity to do well in the face of significant adversity.”

~Jack P. Shonkoff MD

Center on the Developing Child at Harvard University

Questions and Answers



Resources (1)

- All County Information Notice for Integrated Training Guide:
https://www.cdss.ca.gov/Portals/9/ACIN/2018/I-21_18.pdf?ver=2018-05-18-143357-423
- California Institute for Behavioral Health Solutions System of Care Implementation Guide (beginning on page 40):
<https://www.cibhs.org/sites/main/files/file-attachments/socmanual.pdf>

Resources (2)

- California Social Work Education Center:
<https://calswec.berkeley.edu/cftcans-implementation-support-toolkit/implementation-planning-materials>
- AB 2083 MOU Guidance Information Notice:
<https://chhs-data-prod.s3.us-west-2.amazonaws.com/uploads/2020/02/AB-2083-MOU-Guidance-Information-Notice-Final.pdf>

Resources (3)

- National Center for Youth Opportunity and Justice: <https://ncyoj.policyresearchinc.org>
- National Child Traumatic Stress Network: <https://learn.nctsn.org>
- California Institute for Behavioral Health Solutions YouTube Page: <https://www.youtube.com/user/CiMH2125>
- Memorandum of Understanding Implementation Guidance: <https://chhs-data-prod.s3.us-west-2.amazonaws.com/uploads/2019/12/CHHS-Trauma-Informed-System-of-Care-MOU-Guidance-FINAL.pdf>

State Level Technical Assistance Request Form



<https://www.surveymonkey.com/r/ZJNKLKY>

Children and Youth System of Care State Team



Email: SystemofCare@DSS.CA.GOV

Website: <https://www.chhs.ca.gov/home/system-of-care/>

Calling for System of Care Presenters

- Local examples of multiagency dispute resolution process
- Information and Data Sharing Processes
- Coordination of Services (System partner collaboration for school stability and permanence)
- Fiscal Resource Sharing and Management

Appendix A (1)

Three categories of trauma are listed: abuse, neglect, and household dysfunction.

Subcategories of abuse include:

- Physical, represented by a clenched fist moving to punch something
- Emotional, represented by an eye shedding a single tear
- Sexual, represented by an adult towering over a small child

Appendix A (2)

Subcategories of neglect include:

- Physical, represented by a stuffed bear whose torso is a heart rather than a body
- Emotional, represented by a child wearing headphones and holding their knees to their chest

Appendix A (3)

Subcategories of household dysfunction include:

- Mental Abuse, represented by the silhouette of a brain within a human head
- Mother Treated Violently, represented by a woman—with a bandage on her face and a welt on her forehead—holding a baby
- Divorce, represented by a pair of wedding rings with an “x” between them

Appendix A (4)

Further subcategories of household dysfunction include:

- Incarcerated Relative, represented by a pair of hands with orange sleeves holding the bars of a prison cell
- Substance Abuse, represented by two prescription pills