Statewide Trainer Qualifications

Purpose Statement

This document presents a summary of trainer qualifications for statewide standardized and state mandated courses to assist Regional Training Academies (RTA's) and LA DCFS with consistent communication to potential trainers facilitating these trainings.

In the spirit of continuous quality improvement, our shared mission is:
- To support trainers in connecting curriculum content with the practice skills needed for county social workers and supervisors to sustain a competent workforce, AND
- To recognize that experienced and dynamic trainers help develop a qualified workforce, which leads to better outcomes for children and families.

General Requirements

Trainers of statewide standardized and state mandated curricula should have direct child welfare experience, which includes lived experience as a youth, parent, family member, tribal representative, resource parent, youth partner, parent partner, cultural broker, and/or social worker. Direct child welfare experience is required, with a few exceptions, for topics that necessitate specific subject matter expertise such as equity and inclusion, trauma informed practice, legal procedures, substance use, and behavioral health. Please consult with your RTA or county for specific qualifications related to trainer work experience and expertise by topic.

Trainers should be able to deliver content through the lens of cultural responsiveness, diversity, equity and inclusion. Every other fiscal year, trainers should attend at least one child welfare related training for trainers (T4T), conference, or ongoing Skills-Based training for continued enhancement and growth of their facilitation skills and knowledge of emerging best practices.

Requirements before training ALL Statewide Standardized and State Mandated Curricula:
- Read through the course content, including the Trainer's Guide, Trainee's Guide, PowerPoint, and handouts (if applicable).
- Read through, from beginning to end, the evaluation instructions related to the respective course located in the latest version of the Statewide Evaluation Guide, found in CACWT.
- Provide feedback to CalSWEC about curriculum content using the CACWT Trainer Resource Community feedback links.
- Know how to facilitate virtual training via conferencing software.

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Course Title	Requirements for Trainers *The following qualifications are required for trainers of Statewide Standardized and State Mandated courses:*	Recommendations for Trainers *The following items are strongly recommended to support trainers' continued development:*

Common Core 3.5	<u>**Refer to and adhere to the General Requirements.**</u>
	
	Requirements for Common Core trainers:
	Within the first year of training Common Core (CC), trainers will:
	● View all prerequisite eLearnings in the California Child Welfare Training (CACWT) statewide learning management system for classes they are teaching, these are available within the CACWT Trainer Resource Community.
	    ○ Refer to the statewide <u>Passport and Course Description</u> to determine prerequisite eLearnings for each class.
	● Attend the full-day CC3.5 Instructor-Led Skills-Based Training for Trainers (T4T).
	● View the Orientation to the Culturally Responsive Behaviors Assessment and Development Tool
	    ○ Available on the CalSWEC website at the following URL: <u>https://calswec.berkeley.edu/about/deib</u>
	● View the *four (4) T4T webinars, which cover the following topics:
	    ○ Cultural Humility,
	    ○ Assessment,
	    ○ Trauma Informed Practice, and
	    ○ ICPM Common Core Overview
	    ○ Trainers should be able to facilitate conversations that help child welfare staff make connections to the webinar topics.
	        ▪ * T4T webinars are located in the CACWT Course Catalog for self-enrollment as self-paced eLearnings.
		<u>Recommendations for Common Core trainers:</u>
		
		At least every 2 fiscal years:
		● Attend one coaching/skills-based training to enhance your facilitation skills.
		● *Contact your RTA or county for current offerings of skills-based coaching/training.

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	CANS User Certification is required to train the following **two classes**: Child and Family Teaming (1-day training) AND Structured Tools and Assessment Skills Lab (2-day training).
	
	    o CANS user certification requires a test score of .80 or higher and users must recertify annually.
	    o Current IP-CANS user certification through the Praed Foundation.
	    o For more information about CANS user certification, please visit the Praed Foundation website: https://tcomconversations.org/TCOMtraining-faq/
	
	SDM (T4T) completion is required to train the following class: Structured Tools and Assessment Skills Lab (2-day training)
	o For more information about SDM T4T, please visit the Evident Change website: https://www.evidentchange.org/assessment/structured-decision-making-sdm-model	

Field Advisor Training for Common Core 3.5	**Refer to and adhere to the General Requirements.**
	
	Requirements before training the Common Core 3.5 Field Advisor Training:
	● Complete at least one coaching/skills-based training to enhance your facilitation skills.
	    o Contact your RTA or county for current offerings of skills-based coaching/training.
	● Demonstrate *familiarity with Common Core 3.5 Field Activities by:
	    o Attending Common Core 3.5 Field Advisor Training, OR
	    o Reading the Common Core 3.5 Comprehensive Field Guide, which is located in the CACWT Curriculum Content Library
	    o * Familiarity with the five Field Activities includes identifying the purpose of each Field Activity, strategies to complete each Field Activity, and resources needed to complete each Field Activity.
		Recommendations for Field Advisor trainers:
		No specific recommendations noted for this course.

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CC 3.5 T4T	<u>**Refer to and adhere to the General Requirements.**</u>
	<u>**Requirements for CC 3.5 T4T trainers:**</u>
	
	• Orient yourself to all Common Core 3.5 blocks in order to make links and dig deeper into skill building:
	    ○ Foundation.
	    ○ Engagement and Assessment.
	    ○ Case Planning and Service Delivery.
	    ○ Monitoring and Adapting.
	    ○ Transition.
	• *Resources for familiarization can be found on the CalSWEC Common Core 3.5 webpage at: https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core/common-core-35.*
	• Read the Common Core section of the Evaluation Guide to familiarize yourself with facilitating pre/post evaluations, demographic surveys, embedded evaluations and satisfaction surveys.
	• Familiarize yourself with the Integrated Core Practice Model (ICPM) linkage to Common Core by watching the T4T Webinar on ICPM and Common Core Overview.
	    ○ *This webinar is located in the CACWT Course Catalog, found at: https://cacwt.dss.ca.gov/Registration2.aspx.
	• Watch the Orientation to the Culturally Responsive Behaviors Assessment and Development Tool Webinar and explore the CalSWEC Diversity, Equity, Inclusion, and Belonging webpage which houses the webinar and other resources to support DEIB development at https://calswec.berkeley.edu/about/deib.
	• Watch the other three T4T Webinars:
	    ○ Cultural Humility and Cultural Responsiveness in Common Core.
	    ○ Assessment.
		<u>**Recommendations for CC 3.5 T4T**</u>
		
		• Attend coaching skill-based trainings to enhance your facilitation skills.
		• Contact your Regional Training Academy or county for current offerings of skills-based coaching/training.
		
		* Contact your Regional Training Academy for any additional training preparation requirements that may be expected by your region and/or county. *

	○ Trauma. ○ *These webinars are located in the CACWT Course Catalog, found at: https://cacwt.dss.ca.gov/Registration2.aspx.	
Supervisor Core	**Refer to and adhere to the General Requirements.** **Requirements for Supervisor Core trainers:** - Complete the Core for Supervisors Training for Trainers (T4T) - Supervisory/leadership experience required for all 10 days of training (not necessarily in a child welfare agency) ○ No more than 5 years of time elapsed since said experience (*Unless you've been consistently training and/or working in some leadership capacity within child welfare practice*) - Public child welfare agency experience required for all 10 days of training ○ No more than 5 years of time elapsed since said experience (*Unless you've been consistently training and/or working in some leadership capacity within child welfare practice*) - An *accomplished understanding of the Integrated Core Practice Model (ICPM) ○ * Refer to the Shared Definitions section for the definition of accomplished - Facilitation/training skills *(Must have taken facilitation class/training prior to content-specific T4T. If haven't, must take)* **AND** demonstrated ability to train and facilitate well	**Recommendations for Supervisor Core trainers:** Observe each course, out of the 10 day series, that the trainer will be training.
CANS (Modules A - D)	**Refer to and adhere to the General Requirements.** **Requirements for CANS trainers:** Participate in a four-day, in-person CANS Training for Trainers workshop offered by the Praed Foundation.	**Recommendations for CANS trainers:** A Master's Degree is strongly recommended to become a certified CANS trainer and is a requirement for RTA trainers.

	- Obtain an IP-CANS certification passing score of .80 or higher. - **Complete, submit and receive approval on required credentialing materials. Examples of credentialing materials include (but are not limited to): developing an original vignette with recommended action levels and rationale using the IP-CANS; developing a case plan using the rated IP-CANS of the trainer-developed vignette; developing examples that illustrate the Six Key Principles of a communimetric tool.**	
Child & Family Team Meeting Facilitation	<u>Refer to and adhere to the General Requirements.</u> <u>Requirements for Child & Family Team Meeting Facilitation trainers:</u> Trainers must meet the following four (4) criteria: 1. CANS knowledge and experience as demonstrated by the completion of one of the following*: ○ **Option 1:** The CANS: Overview, Case Planning and Preparation (Module B, Days 1 & 2) ○ **Option 2:** *Using the CANS in the California Integrated Core Practice Model* (former one-day CANS overview course previously offered from October 2018 to November 2019), **plus** *The CANS: Review and Case Planning (Module D)* ○ **Option 3:** Current or previous IP-CANS user certification through Praed Foundation 2. Knowledge and experience with Family Team Meetings as demonstrated by meeting one of the following criteria: ○ **Option 1:** Current/prior TDM Facilitator ○ **Option 2:** Current/prior CFT Facilitator ○ **Option 3:** Current/prior Wraparound Facilitator ○ **Option 4:** Practice Coach with experiencing facilitating mapping with social workers and/or families	<u>Recommendations for Child & Family Team Meeting Facilitation trainer selection:</u> - Participate in or observe the training prior to training or co-training it; however, co-training with an experienced instructor may be a substitute. - Possess knowledge and experience in the following practice areas: ○ Integrated Core Practice Model (ICPM) ○ Structured Decision Making (SDM) ○ Child and Family Teaming policies and best practice guidelines ○ Safety Organized Practice (SOP) Overview ○ Trauma Informed Practice

	3. Attend the 4- or 5-day Facilitation Training as a participant or observer, *or* co-teach the class with an experienced trainer who has taught the class at least twice. 4. Participate in the CFT Facilitation Training T4T. *(Note: Exceptions may be made to this requirement on a case-by-case basis as approved by a Regional Training Academy. Additionally, co-training the class with an experienced instructor may substitute for the T4T.)* * Does NOT apply to Probation CFT Facilitator Training/T4T	

Effective Child and Family Team Meetings	<u>Refer to and adhere to the General Requirements.</u>
	Trainers must meet the following **two** criteria:
	1. Knowledge and experience with Family Team Meetings as demonstrated by meeting one of the following criteria:
	
	    ● *Option 1:* Current/prior TDM Facilitator
	    ● *Option 2:* Current/prior CFT Facilitator
	    ● *Option 3:* Current/prior Wraparound Facilitator
	    ● *Option 4:* Practice Coach with experiencing facilitating mapping with social workers and/or families
	    ● *Option 5:* Current/ Prior social worker or supervisor with significant experience coordinating and participating in CFT Meetings
	    ● *Option 6:* Trainer with lived experience with the Child Welfare, Probation, or Behavioral Health systems with significant experience participating in CFT Meetings
	
	2. Have attended, observed, or co-trained this training OR attended a Trainer for Trainers for this course.
		<u>Recommendations for Effective Child & Family Team Meeting trainer selection:</u>
		1. CANS knowledge and experience as demonstrated by of one of the following:
		    ● Having attended the CANS: Overview, Case Planning and Preparation course (Module B, Days 1 & 2)
		    ● Current or previous IP-CANS user certification through Praed Foundation
		    ● Trainer with lived experience with the Child Welfare, Probation, or Behavioral Health systems with experience informing or discussing the CANS tool
		
		2. Knowledge and experience in the following practice areas:
		    ● Integrated Core Practice Model (ICPM)
		    ● Child and Family Teaming policies and best practice guidelines
		    ● Safety Organized Practice tools and strategies
		    ● Trauma Informed Practice
		    ● Structured Decision Making (SDM)

Quality Caseworker Visits	<u>Refer to and adhere to the General Requirements.</u> No other specific requirements noted for this course.	<u>Recommendations for Quality Caseworker Visits Trainers:</u>

		Have experience in on-going child welfare programs, including Family Reunification, Family Maintenance, Permanent Placement and/or Adoptions. **Recommendations for trainers to enhance knowledge of child welfare best practices:** ***Within 2 years of training Quality Caseworker Visits complete:*** ● Common Core 3.5 Instructor-Led T4T, including the four (4) T4T webinars ● Safety Organized Practice (SOP) Overview, ● CC 3.5 Structured Tools and Assessment skills lab or attend SDM T4T, ● Child and Family Teaming Overview, and ● CANS Overview.
SB 89 - Sexual and Reproductive Wellness in Foster Care	**Refer to and adhere to the General Requirements.** **Requirements for SB 89 Trainers:** ● Review the California Foster Youth Rights Handbook. Full link text: https://fosteryouthhelp.ca.gov/wp-content/uploads/sites/276/2020/11/EnglishHandbook_Final1.19.21.pdf	**Recommendations for SB 89 Trainers:** ● Review the California Department of Education website's Frequently Asked Questions about Comprehensive Sex Education. Full link text: https://www.cde.ca.gov/ls/he/se/faq.asp ● Co-train with Foster Care Public Health Nurse and/or former foster youth **Recommendations for trainers to enhance knowledge of child welfare best practices:** ***Within 2 years of training Sexual and Reproductive Wellness in Foster Care complete:*** ● Common Core 3.5 Instructor-Led T4T, ● Safety Organized Practice (SOP) Overview, and ● Child and Family Teaming Overview.
Psychotropic Medications	**Refer to and adhere to the General Requirements.** **Requirements for Psychotropics Medications trainers:** ● View the Psychotropic Medications in Foster Care eLearning, which is located in the CACWT Course Catalog.	**Recommendations for Psychotropic Medications trainers:** ● Observe a session of the Psychotropic Medications class (recording or live instructor-led) before training the class for the first time. ● Possess clinical experience related to behavioral health and psychotropic medication

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	• Review the California Foster Youth Rights Handbook. Full link text: https://fosteryouthhelp.ca.gov/wp-content/uploads/sites/276/2020/11/EnglishHandbook_Final1.19.21.pdf	• Co-train with a Foster Care Public Health Nurse **Recommendations for trainers to enhance knowledge of child welfare best practices:** *Within 2 years of training Psychotropic Medication complete:* • Common Core 3.5 Instructor-Led T4T, • Safety Organized Practice (SOP) Overview, and • Child and Family Teaming Overview.
Father Engagement Series	**Refer to and adhere to the General Requirements.** **Requirements for Working with Fathers in Child Welfare trainers:** • Complete the Self-Paced eLearning T4T Overview, available in CACWT for self-enrollment **Requirement for to be created course FY 23/23:** **Series description:** • First course in series (launching FY 22/23): Working with Fathers in Child Welfare • Second course in series (launching FY 23/24): Course title to be determined	**Recommendations for Working with Fathers in Child Welfare trainers:** • Review the Father Engagement Toolkit on the CalSWEC website https://calswec.berkeley.edu/toolkits/father-engagement-and-father-involvement-toolkit • Have experience working with fathers with lived experience in child welfare • Co-training with a father with *lived-experience • *Refer to the General Requirements section for definition of lived experience.

Concurrent Planning Series	**Refer to and adhere to the General Requirements.**
	
	Requirements for Concurrent Planning Series trainers:
	• Required to teach Principles of Concurrent Planning:
	  o Review Principles of Concurrent Planning T4T Overview, a self-paced eLearning available in CACWT for self-enrollment
	• Required to teach Concurrent Planning: Conversations and Documentation:
	  o Review Concurrent Planning Conversations and Documentation T4T Overview, a self-paced eLearning available in CACWT for self-enrollment
	
	Series description:
		Recommended for Concurrent Planning Series trainers:
		• Familiarity with both classes and what is covered in each class in order to make appropriate connections for trainees, this could include observing the courses
		• Review Concurrent Planning toolkit located in the CalSWEC website. https://calswec.berkeley.edu/concurrent-planning-toolkit
		• Have experience in Family Reunification, Family Maintenance and/or Adoptions

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	- First course in series (launched FY 19/20): Principles of Concurrent Planning - Second course in series (launched FY 20/21): Concurrent Planning: Conversations and Documentation	
Resource Family Approval (RFA) Academy	<u>**Refer to and adhere to the General Requirements.**</u> <u>**Requirements for RFA Academy Trainers:**</u> - Read through, from beginning to end, the most recent version of the RFA Written Directives located on the CDSS RFA website https://www.cdss.ca.gov/inforesources/resource-family-approval-program - Read through, from beginning to end, the most recent version of the RFA Background Assessment Guide (BAG) located on the CDSS website - Keep up-to-date with changes to RFA forms, located on the CDSS forms website, https://www.cdss.ca.gov/inforesources/forms-brochures/forms-alphabetic-list	<u>**Recommendations for RFA Trainers:**</u> - Possess knowledge of RFA legislation and RFA processes, including comprehensive assessment, background checks, Family Evaluations, and complaints investigations. - Have experience working in a county or FFA RFA unit <u>**Recommendations for trainers to enhance knowledge of child welfare best practices:**</u> *Familiarity with Quality Parenting Initiative (QPI), http://www.qpicalifornia.org/ *Familiarity with Continuum of Care Reform (CCR), https://www.cdss.ca.gov/inforesources/continuum-of-care-reform *Refer to the Shared Definitions section for definition of familiarity.
Case Review Series (4 Day & 2 Day QA)	Placeholder for upcoming course	
Shared Definitions		

Emergent:
Dictionary definition: In the process of coming into being or becoming prominent.
Suggested Definition for use in CC 3.5:
In the process of obtaining new and necessary skills, language and values.
Accomplished:
Dictionary definition: highly trained or skilled.
Suggested definition for use in CC 3.5:
Highly skilled, experienced and knowledgeable with a value set that is reflective of this internalized learning. Able to apply skills and abilities independently.
Distinguished:

Dictionary definition: Successful, authoritative, and commanding great respect.
suggested definition for CC 3.5:
Embodies learned experience, skills, knowledge and values. A Master. Is successful at leading change and fostering new growth in others.

Familiarity:
Dictionary definition: Close acquaintance with or knowledge of something
Context of this document (it was asked in relation to Field Activities)
Suggested definition for 3.5:
Has knowledge, practiced skills, and/or has lived experience as a recipient.