

Linkages Overview Learning Outline

Course Fundamentals

Item	Trainer/Developer Information
Course Title:	Linkages Overview: CalWORKs and Child Welfare Collaboration – Empowering Families through Partnership
Date Developed/Updated:	8/8/2024
Course Developer (Name):	Kim Adams, Laura Wendy Shotzbarger, Mandi Brum
Training Modality:	Either (in-person or virtual)
Course Length:	Half Day
Course Length Explanation:	This course is designed with 4 hours of material.
Other Pertinent Course Information:	For county-specific trainings, additional time may be spent discussing Linkages implementation at the county level, making this a full-day training or this training can be paired with Linkages Coordinated Case Planning or Linkages CalWORKs and ER to create a more robust training experience.
Required Course Prerequisites:	N/A
Recommended Preparation:	The Family First Prevention Series can be a helpful foundational series in preparation for Linkages trainings.
Focus Audience for Course:	This training is designed for Child Welfare and CalWORKs staff, including case managers, social workers, supervisors and leadership. The training can be provided to a specific county, enabling cross training and implementation opportunities across programs and county-specific information.

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Course Description and Learning Objectives (Knowledge, Skills, Values):	<p>This half-day training will provide participants with an in-depth exploration of the Linkages program, focusing on its essential components, collaborative partnerships, services, and eligibility criteria. Participants will gain insights into the referral process, case management, coordination strategies, and family engagement guidelines. Through interactive sessions and discussions, participants will examine historic barriers to collaboration and engagement and explore opportunities to strengthen partnerships between Child Welfare and CalWORKs. The course emphasizes the significance of family-centered practice and effective collaboration in preventing child maltreatment and supporting shared families.</p> <p>Learning Objectives:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • K1 – Describe the purpose of the Linkages program and its role in strengthening families and preventing child maltreatment. • K2 – Identify the intersections of requirements between CalWORKs and Child Welfare and explain how to navigate overlapping mandates to streamline service delivery.

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	<p>Skills:</p> <ul style="list-style-type: none"> • S1 – Develop strategies to overcome historic barriers to effective collaboration between Child Welfare and CalWORKs. • S2 – Demonstrate the ability to apply family-centered practices in case management and coordination efforts. <p>Values:</p> <ul style="list-style-type: none"> • V1 – Recognize the importance of collaboration and partnership in serving shared families and demonstrate a willingness to engage in cooperative efforts.
<p>Diversity, Equity, and Inclusion Considerations:</p>	<p>This course addresses diversity, equity, and inclusion by promoting collaborative approaches that recognize and respect the diverse backgrounds, needs, and perspectives of families served by Linkages, ensuring equitable access to services and fostering an inclusive environment in which all participants feel valued and heard. Disparities within systems for vulnerable populations is explored.</p>
<p>Handouts/Materials Checklist: (List all handouts by the order in which they will be used in class or CACWT):</p>	<ol style="list-style-type: none"> 1. Linkages Overview Trainee Workbook 2. Linkages Overview PPT Handout
<p>Accessibility:</p>	<p><input checked="" type="checkbox"/> Course materials meet ADA Requirements <input type="checkbox"/> Course materials do not yet meet ADA requirements</p>
<p>Reference/Resource List: (Resources/references, including applicable state/federal regulations):</p>	<p>California Department of Social Services. (2017). CalWORKs Annual Summary January 2017. Retrieved from https://www.cdss.ca.gov/Portals/9/CalWORKs/CalWORKsAnnualSummary_January2017_01242017.pdf?ver=2018-01-23-101005-407</p> <p>California Department of Social Services. (n.d.). <i>California Work Opportunity and Responsibility to Kids (CalWORKs)</i>. Retrieved from https://www.cdss.ca.gov/calworks#:~:text=What%20is%20CalWORKs%3F,locally%20by%20county%20welfare%20departments</p> <p>California Department of Social Services. (n.d.). <i>Child and Family Teams (CFT) Resources</i>. Retrieved from https://www.cdss.ca.gov/inforesources/foster-care/child-and-family-teams/resources</p> <p>California Department of Social Services. (n.d.). <i>FFPSA Part IV. California's Five-Year State Prevention Plan</i>. Retrieved from https://www.cdss.ca.gov/inforesources/cdss-programs/ffpsa-part-iv/californias-five-year-state-prevention-plan</p> <p>CalWORKs NextGen. (2018). <i>CalWORKs 2.0 Frontline Staff Guide</i>.</p>

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Retrieved from <https://calworksnxtgen.org/wp-content/uploads/2018/02/CalWORKs-2.0-Frontline-Staff-Guide-July-2018.FINAL.pdf>

California Social Work Education Center (Ed.). (2022). *Continuing Training Series, Common Core 3.5: ICWA – Working with Native American Families and Tribes Participant Guide*. Berkeley, CA: California Social Work Education Center.

California Social Work Education Center (CalSWEC). (n.d.). *Core Practice Model Reference Materials*. Retrieved from <https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/core-practice-model/reference-materials>

Child Welfare Information Gateway. (n.d.). *Protective Factors Framework*. Retrieved from <https://www.childwelfare.gov/topics/prevention/protective-factors-framework/>

Child Welfare Information Gateway. (n.d.). *Protective Factors Tip Sheets*. Retrieved from <https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/protective-factors-toolkit/tipsheets/>

Esri. (n.d.). *Youth Homelessness Dashboard*. Retrieved from <https://experience.arcgis.com/experience/7227e954a08a4d2cb990949aa029275d/page/Dashboard/>

Feng, H., Harty, J., Okpych, N. J., & Courtney, M. E. (2020). *Memo from CalYOUTH: Predictors of homelessness at age 21*. Chicago, IL: Chapin Hall at the University of Chicago.

Linkages. (n.d.). Retrieved from <https://linkages.cfpic.org/>

Monahan, E. K., Grewal-Kok, Y., Cusick, G., & Anderson, C. (2023). *Economic and concrete supports: An evidence-based service for child welfare prevention*. Chapin Hall at the University of Chicago. Retrieved from <https://www.chapinhall.org/research/economic-and-concrete-supports-are-key-ingredients-in-programs-designed-to-prevent/>

National Foster Youth Institute (NFYI). (n.d.). *Homelessness*. Retrieved from <https://nfyi.org/issues/homelessness/>

Oppenheim, S., & Fabella, D. (2012, October 3). *Linkages: CalWORKs & Child Welfare Collaboration It Really Does Just Make Sense!* CWDA Conference. Long Beach, CA. Retrieved from <https://www.cwda.org/sites/main/files/file-attachments/linkages-project.pdf>

Webster, D., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., Wiegmann, W., Saika, G., Chambers, J., Hammond, I., Williams, C., Miramontes, A., Ayat, N., Sandoval, A., Benton, C., Hoerl, C.,

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	<p>McMillen, B., Wade, B., Yee, H., Flamson, T., Hunt, J., Carpenter, W., Casillas, E., & Gonzalez, A. (2020). CCWIP reports. Retrieved January 24, 2024, from University of California, Berkeley, California Child Welfare Indicators Project website: https://ccwip.berkeley.edu/</p>
<p>Copyright/Fair Use:</p>	<p>University of California Copyright Guidance</p> <p><input checked="" type="checkbox"/> I have verified that the course content I am using is not copyrighted material; or, if it is copyrighted, I have either obtained permission from the copyright holder, or I have provided proper citation and am using the content in accordance with laws pertaining to copyright and fair use. I also acknowledge that I understand basic copyright and licensing provisions, as stated on the University of California Website.</p>
<p>Personally Identifiable Information (PII):</p>	<p><input checked="" type="checkbox"/> I have not incorporated any content considered Personally Identifiable Information (PII). Any scenarios or materials provided are fictitious.</p>

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Course Agenda: Provide the information below. Please add additional rows as needed for each training topic.

Time	Training Topic and/or Learning Objective	Training Methods & Activities	Handouts/ Materials/ Video links	Virtual/Hybrid Adaptation
15 minutes	Welcome and Course Overview <ul style="list-style-type: none"> • Agenda • Introductions • Group Agreements • Learning Objectives 	Small group introductions, at tables or in breakout rooms.	Slides 1-7 Linkages Overview Workbook	Breakout room for introductions in small groups
45 minutes	Linkages Program Overview <ul style="list-style-type: none"> • What is Linkages, timeline? • Why Linkages? • Key Legislation • Linkages Logic Model 	Lecture Group Discussion Poll Small Group Activity at tables or in breakout rooms.	Slides 8-21 Linkages Overview Workbook, Alphabet Soup Activity	Breakout rooms of 4-6 for Alphabet Soup Activity Instructor Link for Google Poll https://docs.google.com/forms/d/17orxMs5I_DZKCDcuC7ZPj-79hx9t_tzCu65MebmC-ug/edit
Break 15 minutes				

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45 minutes	<p>Disproportionality</p> <ul style="list-style-type: none"> Income disparities Poverty and neglect 	<ul style="list-style-type: none"> Lecture Group Discussion Breakout Activity, 	<p>Slides 22-31</p> <p>Linkages Overview Workbook</p>	<p>Breakout rooms of 4-6 for small group discussion activity</p>
45 minutes	<p>Collaborative Partnerships</p> <ul style="list-style-type: none"> Linkages: What does it look like in practice? Who is being served? Strengthening Protective Factors. Key Collaboration Points and Activities. Family Engagement and collaborative support at every stage of a case. 	<p>Lecture</p> <p>Group Discussion</p> <p>Breakout activity/small group discussion</p>	<p>Slides 32-43</p> <p>Linkages Overview Workbook</p>	<p>Breakout rooms of 4-6 for group activity</p>
45 minutes	<p>Case Management and Coordination</p> <ul style="list-style-type: none"> Miller Family Vignette Service Coordination, best practices for collaboration. Committing to change Closing 	<p>Lecture</p> <p>Group Discussion</p> <p>Small group discussion, at tables or in breakout rooms.</p>	<p>Slides 44-51</p> <p>Linkages Overview Workbook: Miller Family Vignette and Discussion Questions Committing to Change</p>	<p>Breakout rooms of 4-6 for group activity: Miller Family Vignette</p>

Transfer of Learning Quick Tips for Supervisors

Course Title: *CW and Child Welfare Collaboration – Empowering Families through Partnership*

These quick post-class tip sheets are designed to support the supervisor's role in transferring learning for each specific class attended by a participant. We hope this information allows you to create a structured, focused coaching conversation that will benefit both the learner and your organization.

The Supervisor's Role in the Transfer of Learning Process

Coaching is designed to nourish and improve upon the critical thinking skills of the learner through the use of questions designed to get the learner to reflect upon the information they are currently using to make decisions and what more information they might need to consider to make consistently better ones in any number of circumstances.

The Art of Coaching Learners

As a supervisor, you play a very important and primary role in helping your workers transfer the skills learned in class to daily practice by giving them time and space to reflect on their learning. Ask them about the class – what they learned and what would change in their practice if they implemented what was taught in class. Workers need time to think about how and when to try new skills. Help them set SMART goals for trying new practices, i.e., if they have just completed a class on Motivational Interviewing, they might say, “I will use complex reflections with three clients in the next four days.”

Tips for supervisors: make time to talk about classes your staff have taken. These questions will help get you started:

What were your key takeaways from the class?

- What would you like to “try out”?
- What support do you need from me to integrate some of this information into your practice?
- What would change for our unit/team if everyone integrated these skills/knowledge?

Learn More About Coaching and Transfer of Learning

Visit our coaching website:

- [Coaching in Human Services](#)

Preliminary Meeting with Learner

(Before the training, 1-3 resources provided by the instructor for the learner to read/assess/watch before training if possible:

N/A

Key Questions to Support the Application of Knowledge

(After the training, 3-5 questions provided by the instructor for the supervisor to review and consider posing to the learner):

1. How can you effectively adapt the family engagement guidelines discussed in the course to support a culturally diverse family within the Linkages program?
2. Reflecting on the historical barriers to collaboration between Child Welfare and CalWORKs, what specific strategies can you implement in your practice to overcome these challenges and foster stronger partnerships?
3. Considering the intersections of requirements between CalWORKs and Child Welfare, how might you adjust your approach to case management and coordination to ensure that families receive seamless and comprehensive support while navigating both systems?

Post-Training Transfer of Learning Recommendations and/or Resources to Support the Application of Knowledge

(After the training, recommendations are provided by the instructor for the supervisor to provide to staff for reinforcement of learning):

Trainees should be encouraged to utilize the resources provided in the Trainee Workbook to support Linkages practice.