

## Learning Outline and Checklist Form (LOC)

**Instructor:** Provide the information below, and UCD Staff will mark the boxes (on the right) as items are reviewed and approved.

### Course Fundamentals

Item	Trainer/Developer Information	✓
<b>Course Title:</b>	<b>Linkages Overview: CalWORKs and Child Welfare Collaboration – Empowering Families through Partnership</b>	<input type="checkbox"/>
<b>Date Developed/Updated:</b>	12/31/2024	<input type="checkbox"/>
<b>Course Developer (Name):</b>	Kim Adams, Laura Wendy Shotzbarger, Mandi Brum	<input type="checkbox"/>
<b>Trainer Expertise:</b>	This course is intended to be co-trained, with one trainer who has direct practice experience in Child Welfare Services and one trainer who has direct service experience in Eligibility/CalWORKs. Both trainers should be knowledgeable in Linkages practice.	<input type="checkbox"/>
<b>Training Modality:</b>	Either (in-person or virtual)	<input type="checkbox"/>
<b>Course Length:</b>	This course is 4 hours long. The course cannot be reduced in time by UC Davis Continuing Education as it would impact the integrity of the training and ability to meet training objectives effectively. Trainings of different lengths, if desired by counties, can be accomplished through accessing the materials on the CFPIC website at CFPIC.org and conducting trainings in-house, customizing the materials to meet individual county needs.	<input type="checkbox"/>
<b>Course Length Explanation:</b>	This is a 4 hour course and cannot be reduced in time.	<input type="checkbox"/>
<b>Other Pertinent Course Information:</b>	<p><b>This Course requires 2 trainers.</b></p> <p>The course materials are available on the CFPIC.org training toolkit for counties to use for their own in-house trainings, tailored to meet their needs. Customization is not available through UC Davis Continuing Professional Education.</p> <p>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 CalWORKs and ER or Linkages Coordinated Case Planning to create a more robust training experience.</p> <p><b>Note: This course cannot be customized</b></p>	<input type="checkbox"/>
<b>Required Course Prerequisites:</b>	N/A	<input type="checkbox"/>
<b>Recommended Preparation:</b>	The Family First Prevention Series can be a helpful foundational series in preparation for Linkages trainings.	<input type="checkbox"/>
<b>Minimum # of Learners:</b>	10	<input type="checkbox"/>
<b>Maximum # of Learners:</b>	35	<input type="checkbox"/>
<b>Focus Audience for Course:</b>	This training is designed for Child Welfare and CalWORKs staff, including case managers, social workers, supervisors and leadership. The training can be	<input type="checkbox"/>

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	provided to a specific county, enabling cross training and implementation opportunities across programs and county-specific information.	
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### Course Outline

Item	Course Information	✓
<b>Course Description and Learning Objectives</b> (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><b>Learning Objectives:</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>● K1 – Describe the purpose of the Linkages program and its role in strengthening families and preventing child maltreatment.</li> <li>● K2 – Identify the intersections of requirements between CalWORKs and Child Welfare and explain how to navigate overlapping mandates to streamline service delivery.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>● S1 – Develop strategies to overcome historic barriers to effective collaboration between Child Welfare and CalWORKs.</li> <li>● S2 – Demonstrate the ability to apply family-centered practices in case management and coordination efforts.</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● V1 – Recognize the importance of collaboration and partnership in serving shared families and demonstrate a willingness to engage in cooperative efforts.</li> </ul>	<input checked="" type="checkbox"/>
<b>Diversity, Equity, and Inclusion Considerations:</b>	<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>	<input checked="" type="checkbox"/>

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<p><b>Handouts/Materials Checklist:</b> (List all handouts by the order in which they will be used in class or CACWT):</p>	<ol style="list-style-type: none"> <li>1. Linkages Overview Trainee Workbook</li> <li>2. Linkages Overview PPT Handout</li> </ol>	☒
<p><b>Customized Handouts:</b></p>	<input checked="" type="checkbox"/> Check this box if customized materials are required <input type="checkbox"/> Check this box if a customization call is required to include additional handouts/materials.	☒
<p><b>Accessibility:</b></p>	<input checked="" type="checkbox"/> Course materials meet <a href="#">ADA Requirements</a> <input type="checkbox"/> Course materials do not yet meet <a href="#">ADA requirements</a>	☒
<p><b>Reference/Resource List:</b> (Resources/references, including applicable state/federal regulations):</p>	<p>California Department of Social Services. (2017). CalWORKs Annual Summary January 2017. Retrieved from <a href="https://www.cdss.ca.gov/Portals/9/CalWORKs/CalWORKsAnnualSummary_January2017_01242017.pdf?ver=2018-01-23-101005-407">https://www.cdss.ca.gov/Portals/9/CalWORKs/CalWORKsAnnualSummary_January2017_01242017.pdf?ver=2018-01-23-101005-407</a></p> <p>California Department of Social Services. (n.d.). <i>California Work Opportunity and Responsibility to Kids (CalWORKs)</i>. Retrieved from <a href="https://www.cdss.ca.gov/calworks#:~:text=What%20is%20CalWORKs%3F,locally%20by%20county%20welfare%20departments">https://www.cdss.ca.gov/calworks#:~:text=What%20is%20CalWORKs%3F,locally%20by%20county%20welfare%20departments</a></p> <p>California Department of Social Services. (n.d.). <i>Child and Family Teams (CFT) Resources</i>. Retrieved from <a href="https://www.cdss.ca.gov/inforesources/foster-care/child-and-family-teams/resources">https://www.cdss.ca.gov/inforesources/foster-care/child-and-family-teams/resources</a></p> <p>California Department of Social Services. (n.d.). <i>FFPSA Part IV. California's Five-Year State Prevention Plan</i>. Retrieved from <a href="https://www.cdss.ca.gov/inforesources/cdss-programs/ffpsa-part-iv/californias-five-year-state-prevention-plan">https://www.cdss.ca.gov/inforesources/cdss-programs/ffpsa-part-iv/californias-five-year-state-prevention-plan</a></p> <p>CalWORKs NextGen. (2018). <i>CalWORKs 2.0 Frontline Staff Guide</i>. Retrieved from <a href="https://calworksnextgen.org/wp-content/uploads/2018/02/CalWORKs-2.0-Frontline-Staff-Guide-July-2018.FINAL_.pdf">https://calworksnextgen.org/wp-content/uploads/2018/02/CalWORKs-2.0-Frontline-Staff-Guide-July-2018.FINAL_.pdf</a></p> <p>California Social Work Education Center (Ed.). (2022). <i>Continuing Training Series, Common Core 3.5: ICWA – Working with Native American Families and Tribes Participant Guide</i>. Berkeley, CA: California Social Work Education Center.</p> <p>California Social Work Education Center (CalSWEC). (n.d.). <i>Core Practice Model Reference Materials</i>. Retrieved from <a href="https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/core-practice-model/reference-materials">https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/core-practice-model/reference-materials</a></p>	☒

	<p>Child Welfare Information Gateway. (n.d.). <i>Protective Factors Framework</i>. Retrieved from <a href="https://www.childwelfare.gov/topics/prevention/protective-factors-framework/">https://www.childwelfare.gov/topics/prevention/protective-factors-framework/</a></p> <p>Child Welfare Information Gateway. (n.d.). <i>Protective Factors Tip Sheets</i>. Retrieved from <a href="https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/protective-factors-toolkit/tipsheets/">https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/protective-factors-toolkit/tipsheets/</a></p> <p>Esri. (n.d.). <i>Youth Homelessness Dashboard</i>. Retrieved from <a href="https://experience.arcgis.com/experience/7227e954a08a4d2cb990949aa029275d/page/Dashboard/">https://experience.arcgis.com/experience/7227e954a08a4d2cb990949aa029275d/page/Dashboard/</a></p> <p>Feng, H., Harty, J., Okpych, N. J., &amp; Courtney, M. E. (2020). <i>Memo from CalYOUTH: Predictors of homelessness at age 21</i>. Chicago, IL: Chapin Hall at the University of Chicago.</p> <p>Linkages. (n.d.). Retrieved from <a href="https://linkages.cfpic.org/">https://linkages.cfpic.org/</a></p> <p>Monahan, E. K., Grewal-Kok, Y., Cusick, G., &amp; Anderson, C. (2023). <i>Economic and concrete supports: An evidence-based service for child welfare prevention</i>. Chapin Hall at the University of Chicago. Retrieved from <a href="https://www.chapinhall.org/research/economic-and-concrete-supports-are-key-ingredients-in-programs-designed-to-prevent/">https://www.chapinhall.org/research/economic-and-concrete-supports-are-key-ingredients-in-programs-designed-to-prevent/</a></p> <p>National Foster Youth Institute (NFYI). (n.d.). <i>Homelessness</i>. Retrieved from <a href="https://nfyi.org/issues/homelessness/">https://nfyi.org/issues/homelessness/</a></p> <p>Oppenheim, S., &amp; Fabella, D. (2012, October 3). <i>Linkages: CalWORKs &amp; Child Welfare Collaboration It Really Does Just Make Sense!</i> CWDA Conference. Long Beach, CA. Retrieved from <a href="https://www.cwda.org/sites/main/files/file-attachments/linkages-project.pdf">https://www.cwda.org/sites/main/files/file-attachments/linkages-project.pdf</a></p> <p>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., McMillen, B., Wade, B., Yee, H., Flamson, T., Hunt, J., Carpenter, W., Casillas, E., &amp; Gonzalez, A. (2020). CCWIP reports. Retrieved January 24, 2024, from University of California, Berkeley, California Child Welfare Indicators Project website: <a href="https://ccwip.berkeley.edu/">https://ccwip.berkeley.edu/</a></p>	
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<b>References:</b>	<input checked="" type="checkbox"/> I have cited all material in APA format, including any external handouts used for training purposes (please note: all courses must have a minimum of 3 professional sources)	<input checked="" type="checkbox"/>
<b>Copyright/Fair Use:</b>	<a href="#">University of California Copyright Guidance</a> <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 <a href="#">University of California Website</a> .	<input checked="" type="checkbox"/>
<b>Personally Identifiable Information (PII):</b>	<input checked="" type="checkbox"/> I have not incorporated any content considered Personally Identifiable Information (PII). Any scenarios or materials provided are fictitious.	<input checked="" type="checkbox"/>

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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
30 minutes	Welcome and Course Overview <ul style="list-style-type: none"> <li>● Agenda</li> <li>● Introductions</li> <li>● Group Agreements</li> <li>● Learning Objectives</li> </ul>	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"> <li>● What is Linkages, timeline?</li> <li>● Why Linkages?</li> <li>● Key Legislation</li> <li>● Linkages Logic Model</li> </ul>	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  Zoom or Menti poll (to be created by trainer ahead of the training)
<b>Break 15 minutes</b>				

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45 minutes	<p>Disproportionality</p> <ul style="list-style-type: none"> <li>Income disparities</li> <li>Poverty and neglect</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Breakout Activity,</li> </ul>	<p>Slides 22-31</p> <p>Linkages Overview Workbook</p>	<p>Breakout rooms of 4-6 for small group discussion activity</p>
60 minutes	<p>Collaborative Partnerships</p> <ul style="list-style-type: none"> <li>Linkages: What does it look like in practice?</li> <li>Who is being served?</li> <li>Strengthening Protective Factors.</li> <li>Key Collaboration Points and Activities.</li> <li>Family Engagement and collaborative support at every stage of a case.</li> </ul>	<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>
30 minutes	<p>Case Management and Coordination</p> <ul style="list-style-type: none"> <li>Miller Family Vignette</li> <li>Service Coordination, best practices for collaboration.</li> </ul>	<p>Lecture</p> <p>Group Discussion</p> <p>Small group discussion, at tables or in breakout rooms.</p>	<p>Slides 44-47</p> <p>Linkages Overview Workbook: Miller Family Vignette and Discussion Questions</p>	<p>Breakout rooms of 4-6 for group activity: Miller Family Vignette</p>

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15 minutes	Wrapping Up the Day <ul style="list-style-type: none"> <li>● Committing to change</li> <li>● Closing/Questions/Evaluation</li> </ul>	Closing Activity	Linkages Overview Workbook: Committing to Change	



# 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.

**Staff:** Please provide the information below and mark the boxes (on the right) as completed items.

**Note:** Delete other teams' rows to save as your final version.

**CTS Courses**

Item	Staff Information	✓
<b>Staff Reviewer:</b>	C. Ly	<input type="checkbox"/>
<b>Date LOC Finalized:</b>	12/27/2024	<input type="checkbox"/>
<b>Is the completion of T4T required to train for the course?</b>	Yes	<input type="checkbox"/>
<b>Training Category:</b>	Child Welfare	<input type="checkbox"/>
<b>Primary Sub-Category:</b>	Child Welfare	<input type="checkbox"/>
<b>Other Training Category:</b>	Eligibility	<input type="checkbox"/>
<b>Other Sub-Category:</b>	Family Engagement	<input type="checkbox"/>
<b>Series Offered:</b>	No	<input type="checkbox"/>
<b>Series Title:</b>	Click or tap here to enter text	<input type="checkbox"/>
<b>Certificate of Completion Issued?</b>	No	<input type="checkbox"/>

Northern Academy / RCFFP Courses

Item	Staff Information	✓
<b>Staff Reviewer:</b>	Dawn Carini	<input type="checkbox"/>
<b>Date LOC Finalized:</b>	8/13/2024	<input type="checkbox"/>
<b>Marketing Description:</b>	<p><b>About the Course</b></p> <p>This course 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><b>What will I learn in this training?</b></p> <p>After attending this training, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the purpose of the Linkages program and its role in strengthening families and preventing child maltreatment.</li> <li>• Identify historic barriers to effective collaboration between Child Welfare and CalWORKs and develop strategies to overcome them.</li> <li>• Recognize the importance of collaboration and partnership in serving shared families and demonstrate a willingness to engage in cooperative efforts.</li> <li>• Identify the intersections of requirements between CalWORKs and Child Welfare and understand how to navigate overlapping mandates to streamline service delivery.</li> <li>• Gain insights into Family Engagement guidelines and demonstrate the ability to apply family-centered practices in case management and coordination efforts.</li> </ul>	<input type="checkbox"/>
<b>Recommended # of Trainers:</b>	Two	<input type="checkbox"/>
<b>Is the completion of T4T required to train for the course?</b>	No	<input type="checkbox"/>
<b>Series Offered:</b>	Choose an item	<input type="checkbox"/>
<b>Series Title:</b>	Click or tap here to enter text	<input type="checkbox"/>
<b>ICPM Category:</b>	Engagement	<input type="checkbox"/>
<b>Potential BBS Course?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/>

<p><b>For BBS Classes Only:</b>  (Describe training activities that allow participants to assess their achievement of the learning objectives): Refer to <a href="#">CEPA Manual</a></p>	<p>Not Applicable</p>	<p><input checked="" type="checkbox"/></p>
<p><b>For BBS Classes Only:</b>  (The content of the course must meet the following requirements):  For additional course content definitions, please refer to pages 33-34 of the <a href="#">CEPA Manual</a></p>	<p>The content of the course shall:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be relevant to the profession’s scope of practice;</li> <li><input type="checkbox"/> Be supported by evidence-based practice;</li> <li><input type="checkbox"/> Be consistent with the profession’s current standards of care;</li> <li><input type="checkbox"/> Be consistent with the profession’s ethical, legal, statutory, and regulatory standards;</li> </ul> <p><b>and</b> do one or both of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate credibility through support from mental health practices, current educational standards, and current research or;</li> <li><input type="checkbox"/> Be directly related to the profession’s ethical, legal, statutory, or regulatory standards.</li> </ul>	<p><input type="checkbox"/></p>