Linkages:
Where do I start?

A Basic Overview of the
Linkages Practice

Trainer's Guide

Developed by Mary Garrison
In collaboration with
Academy for Professional Excellence
Bay Area Training Academy
Central California Child Welfare Training Academy

July 2011

Acknowledgements

The following have contributed to the development of this curriculum through data, content, recommendations, revisions, and development. Their contribution is greatly appreciated.

Nancy Kail, Academy for Professional Excellence
Jennifer Cannell, Bay Area Training Academy
Soledad Caldera-Gammage, Central Ca.Training Academy
Danna Fabella, CFPIC
Leslie Ann Hay, CFPIC
Peter Dahlin, Dahlin and Associates
Jill Berrick, Center for Child and Youth Policy
Mari Solis, San Francisco County
Michael Little, Alameda County
Mary Garrison, Garrison and Associates
Robert Abair, Orange County
Kristina Traw, Orange County

Formatting of the Curriculum

Each trainer manual has three sections: the trainer's guide, the participant manual, a power point section, and a reference section if needed.

1) The *trainer's guide* includes:

- Learning Objectives for each module
- Agenda for the day
- Timing of the day
- Directions applying to the specific module: time frames, activity instructions, lecture notes, etc.

2) Labeled icons, throughout the trainer's guide, alert the trainer to upcoming activities and or materials that will be needed. The icons are as follows:

Participant Manual

Power point slides

Training Activity

Video or DVD

Flip Chart

Participant's Handout Materials

Amount of time for the activity

Trainer initiates applause

LGD Large Group Discussion

SGD Small Group Discussion

A. **Be Prepared**

Read the curriculum thoroughly, both the trainer manual and the participant manual. Depending on the stage of Linkages implementation of the county you are training, you may want to allow more time for that county's discussion on policies and procedures.

Review the power point slides.

Be familiar with the Learning Objectives for each module that you are training.

It will be helpful to review the county's current level of implementation of Linkages. Review the vision, values, and county goals for Linkages as well as the policy and procedures.

B. **Prepare the Room**

Prepare the room prior to the training. If possible, prepare the room the day or evening before the training.

Review the materials list.

Review the activities list in the trainer manual to ensure that there is the correct number of handouts, training materials, etc...

Make sure the LCD projector and the lap top computer and video monitor, if applicable are in working order.

Arrange tables, chairs and LCD projector cart (if applicable) so that the trainer and participants are able to move about the room.

Prepare flip charts, using different colors and large handwriting. Check the flip chart from all angles of the room for visibility.

Make sure that the room is a comfortable temperature.

C. **Training**

Credibility is essential. Prepare your trainer introduction with a balance of personal information with training credentials.

Good voice projection will help participants hear, and can positively influence the energy in the training room.

Make good eye contact with participants.

Moving about the room, while training, helps keep kinesthetic learners engaged and helps participants feel connected to the trainer, particularly during small group discussions.

Use case examples and other real life examples to help participants connect theory to application.

Acknowledge when a participant answers a question or provides an example. If the participant answers incorrectly, be gentle with redirection.

D. **Dealing with Challenging Participants**

Sometimes participants will engage in sidebar conversations. This may be in an effort to clear up information they have heard. Avoid calling out the participants about the behavior. It is possible to provide redirection by standing near the participants or participant's table.

There will usually be a participant(s) eager to show the trainer and other participants their level of knowledge. Engage this person during a break and give them a specific job to do during the training.

E. **Losing your Way**

Even the best trainers get thrown off every now and then. Remember to breathe, keep hydrated, and know that anxiety typically lessens with time.

Agenda

- Introductions
- What is Linkages? What is the vision in your county?
- Establishing the Link between Poverty and Child Maltreatment
- CalWORKs as prevention of risk of child maltreatment; and Child Welfare as anti-poverty, self-sufficiency
- Comparing CalWORKs and Child Welfare relationships with families
- Different culture, perspectives and different mandates
- How can we help each other help linked families?
- Mandates of the programs
- Applied practice and transfer of learning tool

Overview

Preparation for Training Day

- On the *flipchart* write:

  - Welcome

  - Name of training

  - Name of trainer

  - The following instructions:

    - **Sign in**
    - **Make a name tent (One color for Child Welfare Staff and another color for CalWORKs staff)**

- Connect *Laptop* with *LCD Projector*

- *Place on Each Table:*

  - A selection of markers, including highlighters
  - Learning toys (in the middle of each table)
  - An assortment of post-it notes
  - Colored index cards

- **You will also need:**

  - Power Point Slides

  - Participant Manuals

  - Blue Trainer Tape

  - Colored Paper

    - ✓ Will need two different colors for name tents, one for Child Welfare and one for CalWORKs.

Learning Objectives

As a result of this training, participants will:

1. Define the purpose of Linkages.
2. Recognize the need for collaboration on linked families.
3. Identify historic barriers to working together.
4. Identify benefits to clients of Linkages.
5. List the opportunities between child welfare and CalWORKs for collaboration when working with linked families.
6. Identify the intersections of requirements between CalWORKs and Child Welfare in order to assist the family more efficiently and more effectively.

TIME: 9:00-9:15 AM ⏰ 15 minutes

A.   Introduction and Logistics

Preparation

You Will Need:

1. 📖**Flipchart** with welcome, name of training, name of trainer, the following instructions:

    - **Sign in**

    - **Make a name tent**

2. **Laptop** with **LCD Projector**

3. 🖥 **Power Point Slides 1-4**

4. 📘 **Participant Manuals pages 1-4**

5. **On Each Table:**

    - Colored index cards

    - A selection of markers, including highlighters

    - Learning toys (in the middle of each table)

    - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to review the agenda and the learning objectives as well as to see the trainer's credibility in training this topic. Also, this is an opportunity to identify the level of knowledge about Linkages in the room and to engage in an awareness building activity around the importance of Linkages.

Expectations for this section

This section is for welcoming participants, setting the tone for the day, reviewing the learning objectives and agenda, and referencing the 📘 **Participant Manual**.

1) **Power Point Slide 1-** *Linkages: Where Do I Start?*

   Welcome participants

2) *Introduce yourself.* It is crucial here to do your introduction to **establish your credibility** for this topic. **Provide a brief bio** focusing on why you are qualified to train this topic including experience in the field.

   Finally, you are planting seeds about the material in this **brief introduction to the topic**. You are engaging participants emotionally around the importance of Linkages and assessing the level of knowledge of Linkages so as to know where to focus.

   Remind participants of the three different learning styles:

   a) Visual

   b) Auditory

   c) Kinesthetic

   Talk about the *learning tools* in the training and how they will be used throughout the agenda.

   Point participants in the direction of **restroom facilities** and ensure them that all will be done to keep the room comfortable during the training.

3) **Power Point Slides 2-3-** *Learning Objectives and Agenda*

   Briefly review the agenda and learning objectives for this training. Refer participants to **Participant Manual.** Remind them that this is a reference manual to be used throughout their time in child welfare. Remind them that this is a complex topic that cannot be covered in a half day session and that they should watch for more program specific training on this topic. This is an overview.

4) **Power Point Slide 4-** *Meet and Greet*

   Training Activity- Give the following instructions:

   - On a 3x5 card
   - Write on one side, one thing you know about Linkages
   - Write on the other side, one reason you think Linkages could be an important collaboration

5) **Ask participants to share their** answers with at least 5 other people in the room seated at other tables in the time given. 5 min

6) **LGD - Large Group Discussion** After you call time and ask them to return to their seats, ask for volunteers to call out some of the responses to what individuals know about Linkages. After eliciting 5 or so responses from the group, ask for volunteers to call out some of the responses why they think Linkages could be important. As they offer reasons, it is important to link this to the agenda and larger picture of the purpose of Linkages.

TIME: 9:15 – 9:50 AM ⏱ 35 minutes

B.   What is Linkages?

Preparation

You Will Need:

1. 📋 **Flipchart**

2. **Laptop** with **LCD Projector**

3. 🖼 **Power Point Slides 5-12**

4. 📘 **Participant Manuals page 5-6**

5. **Blue Trainer Tape**

6. **Linkages Video**

7. **On Each Table:**

  - A selection of markers, including highlighters
  - Learning toys (in the middle of each table)
  - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to have an overview of Linkages including the county's current vision for Linkages.

Expectations for this section

1) **Review the following slides using the content** from the participant manual on pages 5-6 to summarize and provide a full picture of what is Linkages including the history, definition, purpose, and goals.

2) 🖼 **Power Point Slide 5**- *What is Linkages?*

  - A CalWORKs and Child Welfare collaboration to improve outcomes for families
  - The goal is to improve outcomes for children and families by providing needed services and supports through improved collaboration.

3) 🖥 **Power Point Slide 6-** *Jill Berrick Quote*

"*Linkages* is designed to assist families in crisis, particularly those dealing with the stresses and strains of poverty. It helps counties create partnerships across child welfare and CalWorks to reduce bureaucracy, coordinate services for families, and promote better outcomes. *Linkages* puts parenting first."

4) 🖥 **Power Point Slide 7** *County Vision*

This slide should have the County Vision, Values, and Goals inserted. If there are multiple counties in the room, you might want to write this up on flip chart in advance with the different county's names on each page and then review as a large group. If you add a slide, you will throw off the number of the slides throughout the rest of the trainer's guide.

As you review the County's vision, relate the vision to the bigger picture of how Linkages was developed nationally and in California.

5) 🖥 **Power Point Slide 8-** *Why are they linked?*

- Child Welfare Services is charged with keeping children safe from maltreatment and abuse.
- CalWORKs is responsible for providing income assistance and employment preparation services to help unemployed parents achieve self-sufficiency.
- Overlap of children and families who are clients of both systems

6) 🖥 **Power Point Slide 9-** *Families with income below…*

Families with annual incomes below $15,000, compared to families with annual incomes above $30,000, are over 22 times more likely to experience some form of maltreatment. Note:

Trainer should define maltreatment here.

Ask group for reactions to this information. Facilitate 2 min discussion about this fact.

7) 🖥 **Power Point Slide 10 – Video** 🔴 **15 minutes**

Show the Meeting the Challenges Linkages DVD. Tell participants that it takes about 15 minutes.

8) 🖼 **Power Point Slides 11-** *The Link*

- Child Welfare serves as an anti-poverty program
- CalWorks assists in preventing and/or mitigating child abuse and neglect
- Not a project or another way to coordinate or restructure, but a <u>way of doing business</u> that fights both poverty and abuse
- Built on an understanding of the interaction between child maltreatment and poverty

9) **SGD Small Group Discussion** 🔴 **5 minutes**

Ask participants to discuss how child welfare is an anti-poverty program and how CalWORKs prevents or mitigates child abuse and neglect.

10) 🖼 **Power Point Slides 12-The Need**

- Complexity of negotiating two bureaucracies with often conflicting requirements, goals and timeframes
- Offices are typically in different locations, adding scheduling and transportation challenges
- Separate workers for each system
- Workers who typically do not communicate with each other
- Workers who may actually be working to achieve incompatible goals

Tell participants that you will be exploring the differences and similarities during the time together. Ask them to take a moment and feel how confusing and difficult that could be for families who are trying to successfully negotiate both systems. What are the words that come to mind? Ask them to call out words or phrases that might describe how a family could be feeling.

TIME: 9:50-10:25 AM ⏰ 35 minutes

C.   The Link Between Poverty and Child Maltreatment

Preparation

You Will Need:

1. 📓**Flipchart**

2. **Laptop** with **LCD Projector**

3. 🖥 **Power Point Slides 13-16**

4. 📘 **Participant Manuals 7-10**

5. **Mini Colored Posters with Stats**

6. **On Each Table:**

   - A selection of markers, including highlighters
   - Learning toys (in the middle of each table)
   - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to understand the relationship and the data on poverty and child maltreatment.

Expectations for this Section
---

1) 🖥 **Power Point Slide 13 –** *The Link Between Poverty and Child Maltreatment*

   Transition to the next segment by telling participants that we have only just begun to look at why CalWORKs and Child Welfare share families. In the next section, we are going to explore the link between poverty and child maltreatment in more depth.

2) 🖥 **Power Point Slide 14-** *Facts and Stats*

   Refer to **page 7** 📘**Participant Manual and review the instructions on the slide:**

Training Activity

- Look on your tables
- There are mini posters facedown on your tables
- Pick them up so that someone has each one in his/her hand
- When I call your number, please stand and read the poster aloud
- Bring it over and hang it on the wall

Note: It is important to have placed the mini posters evenly around the room and face down on the tables. Also, hang tape loops on the wall where you want people to post the posters after having read the statistic.

3) **As participants stand to read the statistic,** assure everyone is listening. When he/she has finished reading the statistic, comment as appropriate on the statistic to underscore its importance in the work of the participants.

Training Activity

4) **Power Point Slide 15-** *Reactions*

- Stats and data are interesting, but what do they mean to you?
- On page 8, answer the questions on the worksheet individually
- When everyone has finished at your table, compare answers and discuss your thoughts.

5) Ask participants to complete the worksheet on **page 8** of **Participant Manual**

6) **SGD Small Group Discussion** 🕐 **8 minutes**

Share responses in small group with others at your table.

7) **LGD Large group discussion**: ask for spontaneous sharing from the small groups. Elicit a few comments from each of the questions.

8) **Power Point Slide 16 –** *Factors Contributing to Family Economic Vulnerability*

   - Number of adults available to support children
   - Number of children in a family to support
   - Parent's Work and Wages

   Refer participants to **page 9-10** of **Participant Manual** as you lecture on the three factors that contribute to Family Economic Vulnerability. Use the content from the participant manual to describe the factors and provide examples.

TIME: 10:25-10:40 AM **15 minutes**

D. BREAK

TIME: 10:40-11:00 AM 🕐 20 minutes

E.   Parenting and Poverty

Preparation

You Will Need:

1. 📖**Flipchart**

2. **Laptop** with **LCD Projector**

3. 🖼 **Power Point Slides 17-21**

4. 📘 **Participant Manuals pages 11-14**

5. **On Each Table:**

   - A selection of markers, including highlighters
   - Learning toys (in the middle of each table)
   - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to consider the challenges of parenting when impoverished and what the risk factors are.

Expectations for this Section
---

1) 🖼 **Power Point Slide 17-** *Do Poor Parents Make Abusive Parents?*

   This is a slide to make a dramatic point that not all parents who are poor are abusive and therefore poverty does not answer all the questions as to why parents abuse and neglect their children.
   .

2) 🖼 **Power Point Slide 18-** *76 million children in the US*

   Review the content of the slide:
   - *76 million children in the U.S*
     About 1.5 million are from low-income families
   - *About 900,000 children are victims of child maltreatment every year – a fraction of all children, and only a small percent of all low-income children.*

3) ![icon] **Power Point Slide 19-** *Why is it so hard to parent in poverty?*

![icon] **Training Activity**

Review instructions on the slide:
- Look at page 12
- Review the list of factors there
- As a small group, think of examples of each
- Answer the question, how could these lead to child maltreatment?

Refer participants to page 12 of the participant manual.

4) **LGD Large Group Discussion**

Go around the room from group to group in a round robin fashion asking different groups to report what they came up with as example of a factor. After a group has shared examples for one factor from the list, move to another group and ask them for examples for another factor. Repeat until all factors have been covered in the large group. Some groups may report out on more than one factor depending on how many groups you have.

Ask the group as a whole how these factors could lead to child maltreatment.

5) ![icon] **Power Point Slide 20- Characteristics** *Associated with Increased Odds of Child Welfare Events*

Review the characteristics from the slide. Point out that these are not new to anyone from the child welfare field. Ask participants to think about how each of these link to poverty and child maltreatment as you review them. Trainers are encouraged to come up with some links on their own. Some suggested answers can be found below:

- Young children: ***young families don't have as many resources yet***
- Single parent family: ***less income in the family, remember the three factors***
- Larger families: ***more children to support, remember the three factors***
- Born with low birth weight: ***cost of food, young mothers, access to vitamins***
- Late or no prenatal care: ***access when have no care/insurance, when can't miss work or afford care***
- Increased time on aid: ***stress of poverty on parenting***
- Breaks in aid receipt: ***stress related to food and shelter***
- More hardships: ***stress on parenting***
- Deeper poverty: ***hunger, shelter, stress on parenting***
- Homelessness: ***safety, stress of poverty***
- Substance abuse
- Parental stress

- Prior child welfare contact

6) [icon] **Power Point Slides 21– *Practice Implications***

Review the contents of the slide and use the information after the colon to help illustrate the point:

- Must attend to family material well-being: ***A family who has no where to live and struggles to feed their children and find child care so that the caregivers can work will have difficulty engaging in new learning and new processes. We must first attend to the basic needs of a family that helps to stabilize the crisis.***
- Recognize the challenges associated with parenting in poverty: ***we have reviewed the challenges and we must keep them in the forefront of any interventions we plan as these challenges will continue to undermine the progress we are trying to build around protective capacities when families are faced with difficult choices about how to meet their basic needs***

Stress that a family's basic needs must be met before parents can really strive to change patterns of behavior that will lead to greater protective capacity.

TIME: 11:00-11:10 PM 🕐 10 minutes

F.   Benefits of Linkages

Preparation

You Will Need:

1. 📓**Flipchart**

2. **Laptop** with **LCD Projector**

3. 🖥️ **Power Point Slides 22-23**

4. 📘 **Participant Manuals page 15**

5. **On Each Table:**

  - ■ A selection of markers, including highlighters
  - ■ Learning toys (in the middle of each table)
  - ■ An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to consider the benefit to families of Linkages.

Expectations for this section

🎺 **Training Activity**

1) 🖥️ **Power Point Slide 22– *Benefits Brainstorm***

   Review instructions on the slide and refer participants to **pages 15** of the

   📘**Participant Manual.**

   - ▪ On a flip chart, brainstorm the benefits of collaboration between CalWORKs and Child Welfare
   - ▪ Hang on the wall when you are finished

2) Give participants 7 minutes to brainstorm in small groups
3) After 7 min, ask groups to hang page on wall.

4) **Ask them to send a presenter to the wall with a marker**. Take turns hearing a benefit from each flip chart. As a benefit is reported, have other group presenters mark it off their charts if it is the same. In this manner, we will only hear new benefits and not repeats.

5) **LGD Large Group Discussion**

Ask for reactions to the video. Facilitate a discussion about the process seen in the video. Ask them to think of families they have worked with in the past who this could have benefitted. Ask participants to raise their hands if they can think of a family who could have benefitted from this.

TIME: 11:10 – 11:30 AM 🕐 20 minutes

G.   Comparing CalWORKs and Child Welfare

Preparation

You Will Need:

1. 📄**Flipchart**

2. **Laptop** with **LCD Projector**

3. 🖥 **Power Point Slide 23-32**

4. 📘 **Participant Manuals pages 16-20**

5. **On Each Table:**

   - A selection of markers, including highlighters
   - Learning toys (in the middle of each table)
   - An assortment of post-it notes

Key Learning Point

The goal of this section is for participants to compare CalWORKs and Child Welfare by looking at differences, how to bridge those differences and key components for success.

Expectations for this section

1) 🖥 **Power Point Slide 23-** *The Split Client*

   Review the differences between the CalWORKs and Child Welfare Clients using the content below from the participant manual:

CalWORKs	Child Welfare
Understanding CalWORKs Primer	Understanding the Child Welfare System in California Primer
The Temporary Assistance for Needy Families (TANF) is basically a federal employment services program with time-	The child welfare system is made up of multiple federal, state, and county agencies, juvenile courts, and private

limited cash assistance for families as the parents move from welfare to work. The program also provides assistance to eligible children living with relatives or children living with a parent not eligible to receive assistance. With some exceptions, recipients receive a lifetime total of five years of support.	social service agencies, all of which share the goals of providing for the safety, permanency, and well-being of children and their families. Both federal and state laws establish the legal framework that governs the roles and responsibilities of agencies and organizations for children that enter and leave the child welfare system.
▪ Voluntary Client	▪ Involuntary entry (most)
▪ Identified client = adult	▪ Identified client = child
▪ Basic needs-driven	▪ Safety-driven
▪ Requires child in home	▪ May remove child
▪ Rules-based	▪ Discretionary
▪ Little knowledge of child welfare	▪ Little knowledge of CalWORKs
▪ CalWIN cannot "talk" to CWS/CMS	▪ CWS/CMS cannot talk to CalWIN
▪ Work Plan	▪ Case plan

Point out that these differences have been a part of the historical differences and a barrier to working together and represent the need for bridging the differences.

Point out that TANF is a federal program. CalWORKs is a State Program. The "WORKs" part of CalWORKs stands for **Work Opportunity & Responsibility to Kids**. The link to TANF/CalWORKs is having an age eligible child in the home.

Not all counties use CalWIN. Trainer may want to ask participants what system they use.

Point out that CalWORKs staff are not expected to know the Child Welfare staff's job and vice versa. Policies and procedures are fluid and updated frequently in both programs. All the more reason to collaborate regularly.

2) ***Set up the next lecturette by telling participants that trying to bridge these differences has been the focus of much attention. Tell them that you will be reviewing results from a survey conducted in three different parts of the country to examine attitudes about working together.***

Power Point Slide 24-30 – *Information from national best practice sites*

Three States participated in a survey to examine differences:
1. North Carolina Division of Human Services
2. California Dept. of Human Services (9 co's)
3. El Paso County Dept. of Human Services, CO

Why do TANF & Workforce workers overlook needs/condition of children?

- Program mandates are aimed at adults in household
- Workers feel they are not trained in the area of children's issues
- Feel they are already overburdened and do not have time to add anything to their intake or case management activities

Why do Child Welfare workers resist considering poverty issues in their cases?

- Psychological distancing/defending
    - Children are removed due to abuse and risk, not socio-economic
- Lack of education/training
    - Not stressed in professional education
    - Not stressed in child-welfare specific training
- Not asked about/investigated by the court, or in supervision

Why do TANF & Workforce workers resist coordinated case management?

NOTE!! Nationally, TANF & Workforce workers are more interested in and cooperative with these initiatives than their Child Welfare counterparts

- Fear that Child Welfare workers will view them and utilize them as clerks
- Fear that TANF components/requirements will be secondary to Child Welfare
- Do not make the connection between child welfare issues and barriers to self-sufficiency
- Do not realize that it will reduce the amount of work required

Why do Child Welfare workers resist coordinated case management?

- Attitude that they are more professional and capable than their counterparts
- Afraid their autonomy on a case will be challenged
- Feel they are already overburdened and do not have time to confer and collaborate with counterparts
- Do not make the connection between poverty and child neglect/abuse
- Do not realize that it will reduce the amount of work required

Why do families need Child Welfare and TANF/Workforce to collaborate?

- Shared information results in more reasonable and non-conflicting plans
- Each program has resources the family needs
- So the agency has a holistic and comprehensive view of the families' needs, resources, strengths, and deficits

- In order to achieve economic self-sufficiency and family reunification in the shortest feasible time frame
- So plans & referrals do not compete or conflict

Why do social services agencies need their TANF/Workforce and Child Welfare divisions to collaborate?

- Better use of resources: staff, time, money
- To operationalize the concepts of "client-centered", "family-focused", "strengths-based", "system of care", "competent services", and "we care"

3) ⊞ **Power Point Slide 31 Key Components for Success**

   Review the content of the slide with a set up to suggest that now that we have identified the barriers, we need to look at what we can do to work together.

   - Information exchange
   - Honest dialogue and open communication pathways
   - Trust
   - Respect
   - Staff development
   - Focus on clients and goals of the initiative
   - Diversity of thought
   - Deconstruction of silos

4) Ask participants if they have any additional strategies for working together. Ask them to add them to their participant manual under the blank bullets.

5) ⊞ **Power Point Slide 32 Where Can We Crossover?**

   - Identification
   - Service
   - Planning
   - Work with parents
   - Meeting the needs of children
   - Counseling
   - Referrals

6) Ask participants if they have any additional points of intersection. Ask them to add them to their participant manual under the blank bullets.

7) ***Tell participants that there is additional training to attend to examine tools and ways to collaborate more effectively. Remind them this is just an overview and that the other trainings are based on specific program areas such as ER, FM, and FR.***

TIME: 11:30 – 11:45 AM ⏰ 15 minutes

H.   County Specific Procedures

Preparation

You Will Need:

1. 📖**Flipchart**

2. **Laptop with LCD Projector**

3. 🖼️ **Power Point Slide 33**

4. 📘**Participant Manuals pages none**

5. **Handout of County Procedures**

6. **On Each Table:**

   - A selection of markers, including highlighters
   - Learning toys (in the middle of each table)
   - An assortment of post-it notes

Key Learning Point

The goal of this section is to review county procedures, tools and practices that support Linkages collaboration.

> **Trainer note**: This training is meant to be useful to all California counties who may be at different levels of Linkages implementation. Some counties have designated Linkages staff with policies and procedures in place, others may practice Linkages as a philosophy of collaboration between Child Welfare and CalWORKS and others may be in the beginning stages of implementation. Depending on which county the participants are from, responses to this activity may be very different. Trainers should make every effort to research participants' county prior to the training.

1) **Power Point Slide 33-** *County Procedures*

   - Let's review the county's vision for Linkages
   - Procedures that are in place to identify linked families
   - Tools in place to support Linkages Collaboration
   - Questions?

2) ***Hand out County procedures.*** Do a high level review of the process. Depending on the stage of implementation, this may take longer. If so, extend the day for the additional time it will take. Also, be mindful that particular procedures that are related to program areas such as ER, FM, and FR should be reviewed in those half day trainings. This should just be the general procedures that apply to everyone.

3) ***Solicit questions***

TIME: 11:45 – 12:00 PM ⏰ 15 minutes

I.   Action Planning

Preparation

You Will Need:

1. 🖼Flipchart

2. **Laptop with LCD Projector**

3. 🖼 **Power Point Slide 34**

4. 📘 **Participant Manuals pages 21**

5. **On Each Table:**

    - A selection of markers, including highlighters
    - Learning toys (in the middle of each table)
    - An assortment of post-it notes

Key Learning Point

The goal of this section is to support participant's transfer of learning from the classroom to the job.

Expectations for this section
---

1) 🖼 **Power Point Slide 34** *Action Planning!*

    - Complete page 21
    - Transfer your learning

Ask participants to create their own action plan to transfer their learning.

2) 🖼 **Power Point Slide 35- *Thank You!***

3) ***Ask participants*** for additional questions or comments.

4) ***Have participants complete*** evaluation forms and turn them in as they leave.

References

- Berrick, Jill. (2010) Presentation at Linkages Convening
- Courtney, M., Piliavin, I., Dworsky, A., & Zinn, A. (2001). Involvement of TANF families with child welfare services. Paper presented at Association of Public Policy Analysis and Management Research Meeting. Washington, D.C., November 2, 2001.
- Ehrle, J., Scarcella, C.A., & Geen, R. (2004). Teaming up: Collaboration between welfare and child welfare agencies since welfare reform. Children and Youth Services Review, 26, 265-285.
- Frame, L., & Berrick, J.D. (2003). The effects of welfare reform on families involved with public child welfare services: Results from a qualitative study. Children and Youth Services Review, 25(1-2), pp. 113-138.
- Geen, R., Fender, L., Leos-Urbel, J., & Markowitz, T. (February, 2001). Welfare reform's effect on child welfare caseloads. Washington, D.C.: The Urban Institute.
- Goerge, R.M., & Lee, B. (2000). Changes in child social program participation in the 1990s: Initial findings from Ilinois. Chicago, IL: Chapin Hall Center for Chidlren, University of Chicago.
- Needell, B., Cuccaro-Alamin, S., Brookhart, A., & Lee, S. (1999). Transitions from AFDC to child welfare in Calfironia. Children and Youth Services Review, 21(9-10), 815-841.Nelson, K.E., Saunders, E.J., & Landsman, M.J. (1993). Chronic child neglect in perspective. Social Work, 38 (6), 661-671.
- Morris, P.A., Scott, E.K., & London, A. (in press). Effects on children as parents transition from welfare to employment. In J.D. Berrick & B. Fuller (Eds). Good parents or Good Workers? New York: Palgrave Macmillan.
- Paxton, C., & Waldfogel, J. (1999). Welfare reform, family resources, and child maltreatment. In B. Meyer & G. Duncan (Eds.), The incentives of government programs and the wellbeing of families. Chicago: Joint Center for Poverty Research.Ryan, J.P., & Schuerman, J.R. (2004). Matching family problems with specific family preservation services: A study of service effectivness. Children and Youth Services Review, 26 (347-372).
- Reed, D. F., & Karpilow, K. (2010) Understanding CalWORKS: A Primer for Service Providers and Policymakers, 2nd Edition.
- Reed, D. F., & Karpilow, K. (2002) Understanding the Child Welfare System in California.
- Shook, K. (1999). Does the loss of welfare income increase the risk of involvement with the child welfare service system? Children and Youth Services Review, 21 (9-10), 781-814.
- U.S.D.H.H.S. (2002). Trends in the well-being of America's children and youth. Washington, D.C.: Office of the Assistant Secretary for Planning and Evaluation.
- U.S.D.H.H.S. (2002). Child maltreatment 2002. Washington, D.C.: Children's BureauU.S.D.H.H.S. (1996) Results of the third national incidence study on child maltreatment in the U.S. Washington, D.C. National Center on Child Abuse and Neglect.
- Wells, K., & Guo, S. (2004). Reunification of foster children before and after welfare reform. Social Service Review
- Wells, K., & Guo, S. (2003). Mothers' welfare and work income and reunification with children in foster care. Children and Youth Services Review, 25(3), 203-224.