

October 28, 2025

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

EXECUTIVE SUMMARY

ALL COUNTY LETTER NO. 25-73

The purpose of this All County Letter is to inform and provide guidance to county agencies about statewide training for the Family First Prevention Services (FFPS) Program in accordance with [Public Law 115-123](#) and [Welfare and Institutions Code Sections 16585 to 16589](#). This letter will outline the guidance for Tier One of the FFPS statewide curriculum and workforce training requirements for counties that have opted in to the FFPS Program as established in [California's Five-Year State Prevention Plan](#).



JENNIFER TROIA
DIRECTOR

CALIFORNIA HEALTH & HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
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GAVIN NEWSOM
GOVERNOR

October 28, 2025

ALL COUNTY LETTER NO. 25-73

TO: ALL COUNTY CHILD WELFARE DIRECTORS
ALL CHIEF PROBATION OFFICERS
ALL CHILD WELFARE SERVICES PROGRAM MANAGERS
ALL BEHAVIORAL HEALTH AGENCIES
ALL TRIBES WITH A TITLE IV-E AGREEMENT
ALL FEDERALLY RECOGNIZED TRIBES

SUBJECT: TRAINING GUIDANCE AND STATEWIDE CURRICULUM FOR
THE FAMILY FIRST PREVENTION SERVICES WORKFORCE:
CALIFORNIA'S FAMILY FIRST PREVENTION SERVICES
LEARNING SERIES TIER ONE

REFERENCE: [FEDERAL BIPARTISAN BUDGET ACT OF 2018 \(PUBLIC LAW 115-123\); 42 UNITED STATES CODE SECTION 671\(e\); WELFARE AND INSTITUTIONS CODE SECTIONS 16585 THROUGH 16589; STATUTES OF 2021, CHAPTER 21 \(ASSEMBLY BILL 128\); ALL COUNTY INFORMATION NOTICE \(ACIN\) NO. I-73-21; ACIN I-43-25; ALL COUNTY LETTER \(ACL\) 22-23; ACL 23-23; COUNTY FISCAL LETTER \(CFL\) 21/22-110; CFL 21/22-84; FIVE-YEAR STATE PREVENTION PLAN; CF-ACYF-CB-PI-24-07](#)

The purpose of this All County Letter (ACL) is to inform county child welfare agencies, probation departments, community-based organizations (CBOs), Tribes with a California Title IV-E agreement, and partners delivering Family First Prevention Services (FFPS) of the state's training curriculum requirements for the FFPS workforce, as established in [California's Five-Year Prevention Plan](#) (Prevention Plan). This ACL addresses guidelines for the implementation of Tier One of the training plan and its courses, which will be known as the California FFPS Learning Series, including the role and responsibilities of counties and cross-sector collaborative partners to meet federal and state training requirements.

BACKGROUND

The federal Family First Prevention Services Act (FFPSA) was enacted under [Public Law 115-123](#) in 2018. Amongst its many provisions, it created a prevention services program that allows states the option to access Title IV-E federal financial participation for the provision of specified evidence-based mental health, substance use treatment, and in-home parent skill-based services to children at imminent risk of entry into foster care and their parents or kin caregivers as well as expecting or parenting youth in foster care.

In July of 2021, California's Family First Prevention Services Program (CA FFPS Program) was established in [Welfare and Institutions Code \(WIC\) sections 16585 through 16589](#) as an opt-in program for county agencies and Tribes with a California Title IV-E Agreement to develop and implement Title IV-E prevention services as part of a comprehensive continuum of prevention services to address child well-being. The intent of this legislation is to increase the availability and early access to quality prevention services for children, parents and kin caregivers to help children remain at home while simultaneously reducing the use of foster care placements.

THE FAMILY FIRST PREVENTION SERVICES PROGRAM

Within California's framework for prevention, Title IV-E prevention services under Part I of FFPSA are a fundamental component of the broader comprehensive prevention planning for the CA FFPS Program. The [All County Information Notice \(ACIN\) I-73-21](#) outlines the specifications of the CA FFPS Program, including but not limited to, the populations to be served, allowable services and activities, and reporting and documentation requirements.

As outlined in [All County Letter \(ACL\) 22-23](#), the creation of the FFPS Program advances California's vision to create a continuum of comprehensive prevention services and supports focused on child and family well-being. In accordance with [WIC section 16588](#), a local Title IV-E agency opting into the FFPS Program is required to submit a Comprehensive Prevention Plan (CPP). The components in the CPP will include primary, secondary, and tertiary prevention and intervention strategies and services that support the ability of parents, kin caregivers, and families to provide safe, stable and nurturing environments for their children. The CPP must also include assurances and plans for meeting the workforce and training requirements established under the state plan.

By opting in to the FFPS Program and as a condition of receiving FFPS Program State Block Grant (SBG) funds, counties and their partners assure they will adhere to the FFPS training plan outlined in [California's Five-Year Prevention Plan](#). In accordance with section [471\(e\)\(5\)\(B\)\(viii\) of the federal Social Security Act](#), this training plan details *"how the State will provide training and support for caseworkers in assessing what children and their families need, connecting to the families served, knowing how to*

access and deliver the needed trauma-informed and evidence-based services, and overseeing and evaluating the continuing appropriateness of the services.” The outline of the tiered training plan can be found in [Appendix D of California’s Five-Year Prevention Plan](#).

WORKFORCE TRAINING AND DEVELOPMENT

In preparation for a statewide rollout to implement training for a diverse audience of Title IV-E staff and community partners, the state has collaborated with CalAcademies, formerly Regional Training Academies and the Los Angeles Department of Children and Family Services (LA DCFS) to develop and deliver the CA FFPS Learning Series to various counties and regions providing FFPS services. Pilot courses and stakeholder reviews were conducted with active engagement from the FFPS [Advisory Committee](#) and those with lived experience as part of the governance structure and Continuous Quality Improvement process. The first phase of the workforce training and development program involves building a series of four foundational courses that introduces key concepts, knowledge and values around FFPS, and the prevention goals set forth in [California’s Five-Year Prevention Plan](#).

California Family First Prevention Services Learning Series - Tier One

Tier One of the California Family First Prevention Services (CA FFPS) Learning Series focuses on prevention principles and outlines the best practices necessary for prevention networks to understand and begin implementing a system-wide shift toward prevention. This foundational series is geared toward all potential FFPS partners providing prevention services, including but not limited to caseworkers, supervisors, directors, parent and youth partners/advocates within child welfare, juvenile probation, behavioral health, public health, education, Tribal agencies, substance use prevention and treatment facilities, and other county agencies or community-based agencies working with families, children, and youth in the prevention networks. Counties must ensure the required audience of the CA FFPS Learning Series complete these training courses, or alternatively, counties must be able to describe how their staff or community partners met the same requirements and similar learning objectives in the training plan of the local CPP. Counties should clearly outline the CA FFPS Learning Series training requirements in a Memorandum of Understanding (MOU) or contract with community-based service providers and prevention planning partners to ensure a well-trained workforce.

The CDSS acknowledges that counties may already have established plans to fulfill the training requirements for county-designated staff and other entities involved in the administration of the FFPS Program, as outlined in this ACL. In an effort to support flexibility and reduce administrative burden, CDSS encourages counties and their contracted partners to utilize existing training frameworks where appropriate.

Counties opting to submit a training plan that demonstrates alternate strategies for how they will meet the requirements specified in this ACL and continues to ensure a well-trained workforce, may forward their plan to FFPSApreventionservices@dss.ca.gov for review and approval.

Topics infused throughout the Learning Series include trauma-informed practice, the Integrated Core Practice Model (ICPM), cultural humility, disproportionality, implicit bias, Tribal engagement, and focusing on the community pathway. The four courses for Tier One of the CA FFPS Learning Series are listed below:

- *FFPS Overview*
- *Disproportionality and Implicit Bias*
- *Shifting Mindset Toward Prevention*
- *ICPM Overview*

See Attachment B for detailed learning objectives for each Tier One course. Tier One course learning objectives were created to align with the CA Five-Year Prevention Plan.

The *FFPS Overview* course provides an overview of the federal Family First Prevention Services Act Part I and California's Family First Prevention Services Program, the two main driving forces behind California's prevention plan. This includes an introduction to the different pathways to prevention, which provide a "no wrong door" approach to service delivery as well as an overview of Tribal engagement requirements, including co-development of comprehensive plans and compliance with the Indian Child Welfare Act (ICWA). The **required** audience for the *FFPS Overview* course includes:

- All county-designated staff administering the FFPS Program and staff of entities providing FFPS services directly to families via a contract and/or MOU with participating counties

The *FFPS Overview* course is **recommended** for:

- At minimum, one (1) individual/program representative from each of the following required CPP Partners:
 - Local Office of Education
 - Community-based service providers
 - Family Resource Centers
 - Local Child Abuse Prevention Council
 - Those with lived experience (parents and youth)

The *Disproportionality and Implicit Bias* course examines disproportionality in the child welfare and juvenile justice systems and key issues that perpetuate disproportionality, including inequities within social determinants of health, implicit bias, and systemic racism. Strategies to promote racial equity and inclusion are explored, including those

identified in California's Family First Prevention Services Program and how this translates to the individual level based on their role. The **required** audience for *Disproportionality and Implicit Bias* includes:

- All county-designated staff administering the FFPS Program and staff of entities providing FFPS services directly to families via a contract and/or MOU with participating counties

The *Disproportionality and Implicit Bias* course is **recommended** for:

- At minimum, one (1) individual/program representative from each of the following required CPP Partners:
 - Local Office of Education
 - Community-based service providers
 - Family Resource Centers
 - Local Child Abuse Prevention Council
 - Those with lived experience (parents and youth)

The *Shifting Mindset Toward Prevention* course explores the concept of moving upstream to strengthen families and introduces core frameworks that support the shift to a prevention mindset. The course includes an introduction to the five primary protective factors and the five domains of social determinants of health: economic stability, education, health and health care, neighborhood and built environment, and social and community context. This course also includes a synopsis of California's vision of prevention set forth through Family First Prevention Services, including exploration of the idea of moving from mandated reporting to community supporting and how shifting mindset toward primary prevention supports equity and inclusion through targeting disproportionality within the social determinants of health. The **required** audience for *Shifting Mindset Toward Prevention* includes:

- All county-designated staff administering the FFPS Program and staff of entities providing FFPS services directly to families via a contract and/or MOU with participating counties

The *Shifting Mindset Toward Prevention* course is **recommended** for:

- Other required CPP Partners whose role may not primarily focus on prevention:
 - Local Office of Education
 - Other Evidence-Based Program (EBP) Providers whose primary focus may not be prevention (i.e., contracted providers for Functional Family Therapy, Multisystemic Therapy, Brief Strategic Family Therapy, and other therapeutic-related EBPs.)
 - Those with lived experience (parents and youth)

The *Integrated Core Practice Model Overview* course extends awareness and understanding of ICPM to a wider audience of county and community agencies that serve families, children, and youth in an effort to expand this collaborative effort, align practice behaviors and values, and achieve a true integrated comprehensive system of support, rooted in the goal of preventing child maltreatment and improving child and family well-being. The **required** audience for *Integrated Core Practice Model Overview* includes:

- All county-designated staff administering the FFPS Program and staff of entities providing FFPS services directly to families via a contract and/or MOU with participating counties

The *Integrated Core Practice Model Overview* course is **recommended** for:

- Other required CPP Partners:
 - Local Office of Education
 - Community-based service providers
 - Family Resource Centers
 - Local Child Abuse Prevention Council
 - Those with lived experience (parents and youth)

These four courses were developed as a foundation for all FFPS partners and to prepare Child Welfare, Juvenile Probation, and county and community partner agency staff to support children and families by promoting safety and well-being through training and prevention efforts. Counties that contract with community partners and service providers or collaborate on service delivery must ensure that language is included in contracts or MOUs to outline expectations regarding training requirements, consistent with the guidance provided to counties.

Roles and Responsibility of Staff and Cross Sector Partners

By opting in to the FFPS Program, county child welfare and probation agency staff, Tribes, and cross sector partners--providing prevention services--shall be qualified to provide services that are consistent with the promising, supported, or well-supported practice evidence-based programs selected in California's Five-Year State Prevention Plan, to develop appropriate prevention plans, and to conduct risk assessments for children receiving prevention services as outlined in [ACF-ACYF-CB-PI-24-07](#). The CA FFPS Learning Series addresses this requirement and must be completed by all FFPS participating counties and their partners as appropriate to their roles before providing services to families. This may include but is not limited to county staff, community partners, service providers and other county agencies or Tribal personnel working with families, children, or youth who are coordinating, delivering or monitoring Title IV-E eligible prevention services.

In future CPP amendments, counties and Tribes with a California Title IV-E agreement will be required to include a description or training plan demonstrating how they meet the requirements of a well-trained professional workforce that enables them to coordinate, deliver and oversee Title IV-E eligible prevention services, consistent with Welfare and Institutions Code sections. The trainings outlined in this letter have been made available to assist counties in meeting the learning objectives for Tier One of the training plan included in the [California Five-Year State Prevention Plan](#). When applicable, future CPP amendments will require counties and Tribes to submit documentation demonstrating child welfare staff, probation, cross-sector partners, and CBOs have previously completed Tier One training through an equivalent course(s). Counties that contract with community partners and service providers or collaborate on service delivery must ensure that language is included in contracts or MOUs to outline expectations regarding training requirements, consistent with the guidance provided to counties. This documentation may include curriculum materials, attendance records, and other relevant data.

Tier One of the CA FFPS Learning Series is currently offered in various regions through the [California Child Welfare Training](#) system and through LA DCFS local learning management system. Counties, probation, and Tribes with a California Title IV-E agreement are encouraged to track training via use of these learning management systems to describe how they have fulfilled the training requirements in their CPP. A Train-the-Trainer model was provided to the various CalAcademies and county trainers to deliver FFPS curricula independently in their regions. Links to the CalAcademies and LA DCFS are listed below:

- [Northern California Training Academy](#)
- [Bay Area Academy](#)
- [Central California Training Academy](#)
- [Child Welfare Development Services \(Southern Training Academy\)](#)
- [Los Angeles DCFS](#)

See Attachment A for the CalAcademies for each county and Tribes with a California Title IV-E agreement.

If training was not completed as part of the CA FFPS Learning Series, counties and Tribes must be able to describe how their staff or community partners met the same requirements and similar learning objectives in the training plan in the CPP.

California Child Welfare Training Registration Process

Detailed guidance about these processes is provided in the [ACIN I-43-25](#). Probation, non-child welfare staff, and cross sector partners are advised to contact the CalAcademies in their region for information on how to register and access Tier One of the CA FFPS Learning Series.

Additional future guidance regarding available training for fulfillment of Tiers Two and Three of the Prevention Plan is forthcoming. If there are any questions or additional guidance needed regarding the information in this letter, please contact the Family Centered Safety and Support Section at ffpsapreventionservices@dss.ca.gov.

Sincerely,

Original Document Signed By

ANGIE SCHWARTZ
Deputy Director
Children and Family Services Division

Attachments

ATTACHMENT A – CAL ACADEMIES AND LOS ANGELES DEPARTMENT OF CHILDREN AND FAMILY SERVICES FOR EACH COUNTY AND TITLE IV-E TRIBES

Bay Area – Bay Area Academy

- Alameda
- Contra Costa
- Marin
- Monterey
- Napa
- San Benito
- San Francisco
- San Mateo
- Santa Clara
- Santa Cruz
- Solano
- Sonoma

Central – Central California Training Academy

- Fresno
- Kern
- Kings
- Madera
- Mariposa
- Merced
- San Joaquin
- Santa Barbara
- San Luis Obispo
- Stanislaus
- Tulare
- Ventura

Southern – Child Welfare Development Services

- Imperial
- Orange
- Riverside
- San Bernardino
- San Diego

Northern - Northern California Training Academy

- Alpine
- Amador
- Butte
- Calaveras
- Colusa
- Del Norte
- El Dorado
- Glenn
- Humboldt
- Inyo
- Lake
- Lassen
- Mendocino
- Modoc
- Mono
- Nevada
- Placer
- Plumas
- Sacramento
- Shasta
- Sierra
- Siskiyou
- Sutter
- Tehama
- Trinity
- Tuolumne
- Yolo
- Yuba
- Karuk Tribe
- Tolowa Tribe
- Yurok Tribe

Los Angeles County Department of Children and Family Services and University of California Los Angeles Workforce Excellence

- Los Angeles

**ATTACHMENT B – CALIFORNIA FAMILY FIRST PREVENTION SERVICES TIER
ONE COURSE OBJECTIVES**

Course Title: FFPS Overview

Learning Objectives:

Knowledge

- K1. Name the main components and intended goals of the Family First Prevention Services Act (FFPSA) Part I.
- K2. Describe the vision of Family First Prevention Services (FFPS).
- K3. Recall the three levels of prevention services and how they are incorporated into FFPS.
- K4. Recognize the difference between the Family First Prevention Services Act Part I and Family First Prevention Services.
- K5. Recall the two pathways to prevention services identified in the California Five-Year Prevention Plan.
- K6. Summarize the roles and responsibilities of the Title IV-E agency and community-based organizations within each pathway.
- K7. Describe how Evidence-Based Practices are key components of FFPS.
- K8. Discuss how FFPS has a focus on equity and well-being, which will assist the state in addressing the racial disproportionality in outcomes and overrepresentation of Black and Indigenous communities in child welfare and juvenile justice systems.
- K9. Summarize Tribal engagement requirements for both Title IV-E and community pathway agencies.
- K10. Acknowledge the importance of utilizing comprehensive prevention efforts to prevent child abuse and neglect in California.
- K11. Acknowledge the importance of Evidenced-Based Practice fidelity in prevention services provision.

Course Title: Disproportionality and Implicit Bias

Learning Objectives:

Knowledge

- K1. Summarize how racial disproportionality and systemic racism are currently present and active in the child welfare and juvenile justice systems.
- K2. Explain how data can contribute to disproportionality.
- K3. Describe how implicit bias impacts engagement, assessments, and decision making.
- K4. Explain how the strategies set forth in Family First Prevention Services address and reduce racial disproportionality and disparity.
- K5. Identify strategies to reduce the influence of implicit bias in engagement, assessments, and decision making.

- K6. Describe how self-reflection and critical thinking can be used to surface and address implicit bias.
- K7. Interpret how cultural humility and collaborative engagement with families and their natural support networks promote provision of culturally relevant services.

Skills

- S1. Self-reflect and analyze how implicit bias can impact assessment, decision making, and outcomes for children/youth and families when given a case scenario or reflecting on an active case/referral.
- S2. Demonstrate the ability to utilize collaborative engagement, including with an Indian child's Tribe, and cultural humility to identify culturally responsive practices to support a family when given a case scenario or reflecting on an active case/referral.

Values

- V1. Endorse the practice of working with those with lived experience to co-produce various stages of prevention planning, service delivery, monitoring, and evaluation as a tool to address disproportionality on both an individual and organizational levels.
- V2. Commit to using self-reflection and critical thinking to recognize the impact of implicit bias when participating in assessments, and decision making that impact families, children, and youth or when supervising/managing professionals.
- V3. Uphold cultural humility as a critical component of engaging with families and within organizations and cross-system collaboration in a culturally responsive manner when identifying strategies to achieve safety, permanence and well-being.

Course Title: Shifting Mindset Toward Prevention

Learning Objectives:

Knowledge

- K1. Describe what is meant by "moving upstream" to support families.
- K2. Identify at least one strategy to prevent child abuse and neglect by promoting the health and well-being of families within each level of prevention services.
- K3. Recall the five primary protective factors that act to mitigate risks and promote positive well-being and healthy development.
- K4. Recall the five domains of social determinants of health.
- K5. Summarize California's vision of prevention set forth through Family First Prevention Services.
- K6. Discuss what a collaborative system of prevention looks like.

Course Title: ICPM Overview
Learning Objectives:

Knowledge

- K1. Recall how the ICPM encompasses the California Child Welfare Core Practice Model (CPM) and the Pathways to Wellbeing/Katie A. and includes practice behaviors to be used across child welfare, behavioral health, probation, and other child/youth serving systems.
- K2. Describe the shared values, core components, and standards of practice the ICPM establishes for child welfare, juvenile justice, behavioral health, and other child/youth serving systems.
- K3. Recognize how the ICPM is comprised of theoretical frameworks, values and principles, practice elements, practice behaviors, and implementation guidelines.
- K4. Identify how ICPM aligns with Family First Prevention Services and the three levels of prevention: primary, secondary, and tertiary.
- K5. Recognize the importance of viewing and applying the ICPM through a culturally responsive lens.

Values

- V1. Endorse the ICPM as a foundational guide for trauma-informed, culturally responsive, child/youth- and family-centered practice that supports safety, permanency and well-being.
- V2. Endorse the ICPM as a practical guide to improve delivery of timely, effective, and integrated prevention services to children, youth, and families.