

UPDATED 2-11-08

Impact Year 2 Implementation Work Plan for Strategy 3: Training, technical assistance, and workforce development through a learning community

Goals Addressed by Strategy 3:

- Families will receive seamless, integrated treatment and a comprehensive array of community-based interventions from a variety of service agencies, based upon the services needed by each family.
- Every child, regardless of ethnicity, religion, or background, will live with his/her family at the best level of functioning capable for that child.

Activities	Status of Activities and Quarterly CQI Data	Work Group Recommendations
<p>1. A method for analyzing and prioritizing training needs will be developed and implemented. This method will include</p> <ul style="list-style-type: none"> ▪ conducting an ongoing assessment of training needs by system partners, ▪ soliciting family and youth input for ongoing assessment of training needs, ▪ determining current and recent efforts and resources used by partner agencies to assess the level of current cultural proficiency, the actions that have been taken (or are being taken) to strengthen proficiency (e.g., effective methods for self-assessment of an individual’s proficiency, and plans for sustainability (e.g., requirements that must be met) ▪ identifying how Impact can build upon and enhance efforts to strengthen cultural proficiency, including proposing the use of the system of care grant resources to do so, and ▪ identifying training gaps. 	<p>1.a. Learning Community monthly progress reports describe status of training needs assessment method design and implementation.</p> <p>1.b. Learning Community monthly progress reports describe data collected on training needs by SOC partner agencies, families, and youth.</p> <ul style="list-style-type: none"> • Learning Community • Managers’ Luncheon • Councils (Family Council, Speak Your Mind, Cultural Component, Stakeholder Group) 	

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<p>2. Training developed and provided through the Learning Community will meet the following specifications:</p> <ul style="list-style-type: none"> ▪ Train all Child and Family Team members in philosophy of individualized treatment. ▪ Serve at least 200 participants in year two, representing managers, front-line staff, families, and youth. ▪ Offer variety of training modalities for the different populations (managers, front-line staff, families, youth). ▪ Occur in a sequential manner that is based on identified needs and best practice. ▪ Focus on providing information regarding the value of children staying with their families. ▪ Be sensitive to gender, linguistic, and cultural differences and appreciate and optimize the strengths and assets of all children and families. ▪ Assure that Child and Family Team plans are consistent with the cultural contexts of the families and build on their cultural assets and natural supports. ▪ Use information from community cultural resources to inform training contents/topics. ▪ Be evaluated on an individual basis immediately following the training session. Findings will be used to modify future trainings, where appropriate. ▪ Include skill building sessions designed and implemented for youth and families. 	<p>2.a. Learning Community monthly progress reports describe the degree to which the training provided meets the training system specifications (review of training objectives, review of training logs and attendance records for number of trainings, number and type of persons attending trainings).</p> <p><i>Quarterly Continuous Quality Improvement (CQI) data include the degree to which Child and Family Team members report that the training they received was useful (training participant evaluations, and/or dialogue session/ interviews with families, youth, and agency staff).</i></p>	
<p>3. Supports for the capacity to participate in ongoing training (needs assessment and participation) will include the following:</p>	<p>3.a. Learning Community monthly progress reports describe status of supports for participation in ongoing training.</p>	

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<ul style="list-style-type: none"> a. Education regarding the importance of prioritizing resources/ time/staff for on-going training to implement collaborative and individualized care and treatment b. Development of agency strategies to address concerns expressed by managers c. Continued training supervision, and coaching to support the integration of the SOC values of family-driven, youth-guided, accessible and high-quality, culturally and linguistically competent, individualized, coordinated, and collaborative care d. Reviewing agency policies for alignment with SOC values and philosophy 		
<p>4. Barriers to effective implementation of needs assessment and training are identified by the Learning Community Work Group and shared with the Impact Stakeholder Group.</p>	<p>4.a. Learning Community monthly progress reports include identified barriers to implementation of needs assessment and training.</p>	
<p>5. The philosophy of individualized treatment and service planning is critical; therefore, all members of the Child and Family Team will continue to receive training and supervision to support the philosophy.</p>	<p>5.a. Learning Community monthly progress reports describe status of training and supervision provided to support the philosophy of individualized treatment.</p> <p><i>Quarterly CQI data include level of understanding by Child and Family Team members of the philosophy of individualized treatment and service planning (Dialogue sessions and/or structured interviews with families, youth, and agency staff).</i></p>	
<p>6. Learning opportunities are offered to SOC agencies as a method to enhance sustainability of the SOC philosophy.</p>	<p>6.a. Learning Community monthly progress reports describe learning opportunities offered to SOC agencies.</p>	
<p>7. Cultural and linguistic proficiency will be defined by the Stakeholder Group.</p>	<p>7.a. Learning Community monthly progress reports document the definition of cultural and linguistic proficiency.</p>	

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<p>The SOC's progress toward becoming culturally and linguistically proficient will be monitored by the Learning Community Work Group, in consultation with the Impact Cultural Coalition.</p>	<p><i>Quarterly CQI data include the degree to which families and youth report that they felt understood, respected, and accepted. Target is 90% so reporting. (Dialogue sessions and/or structured interviews with families and youth; YSS and YSS-F 1)</i></p>	
<p>8. A module will be prepared on cultural and linguistic proficiency to include in the materials for the SOC orientation for front-line staff, with guidance from the Cultural Coalition and the Family Council.</p>	<p>8.a. Learning Community monthly progress reports describe the status of development of a module on cultural and linguistic proficiency. The module will include awareness of local demographics and languages being spoken in the Ingham County schools.</p>	
<p>9. A module will be prepared on increasing understanding of the organizational cultures of child serving agencies (i.e., the courts, DHS, CMH) and how those dynamics affect the services families receive as well as collaborative efforts.</p>	<p>9.a. Learning Community monthly progress reports describe the status of development of a module on increasing understanding of the organizational cultures of child serving agencies.</p>	
<p>10. Establish a sustainable continuum of action to strengthen cultural and linguistic proficiency of management, staff, stakeholders, and work group members, including ongoing training. For example, begin with the proficiency module for the SOC orientation, and then expand actions to include building the module into the materials that the Learning Community work group is assembling for the new employee orientations for youth-serving staff in partner agencies.</p>	<p>10.a. Learning Community monthly progress reports describe the status of development and implementation of a continuum of action to strengthen cultural and linguistic proficiency.</p> <p><i>Quarterly CQI data include the degree to which staff members believe they have increased their knowledge about the dynamics and impact of culture and ethnicity. (training participant evaluations)</i></p> <p><i>Quarterly CQI data include the percentage of clients who report that staff members are sensitive to their cultural and linguistic needs. Target is 90% so reporting. (Dialogue sessions and/or structured interviews with families and youth)</i></p>	

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11. Hiring practices will be developed and implemented that promote the recruitment, development, and hiring of diverse and bilingual staff (with confirmed levels of fluency).	11.a. Learning Community monthly progress reports describe the status of efforts to develop and implement hiring practices that promote the recruitment, development, and hiring of diverse and bilingual staff.	
12. SOC policies that value and promote the representation of diverse groups will be adopted.	12.a Learning Community monthly progress reports describe the adoption of SOC policies, agency policies and practices that reflect SOC values (e.g., job descriptions, performance review standards, incentives, training budgets, training agenda).	
13. SOC stakeholders will commit budgets that are sufficient to fund training activities.	13.a. Learning Community monthly progress reports describe the status of budget commitments to fund training activities.	
14. Managers and their staff actively participate in trainings that are developed from identified needs and best practice/effective outcomes.	<p>14.a. Learning Community monthly progress reports describe the degree to which managers and staff from Impact partner agencies participate in trainings.</p> <p><i>Quarterly CQI data include the proportion of managers and staff who report (target of 90 percent so reporting) that the trainings helped them to provide services and supports that embody SOC values.(training participant evaluations)</i></p>	
15. Managers' luncheons will be used to identify, prioritize, and determine support for training needs.	15.a. Learning Community monthly progress reports describe the training needs identified, prioritized, and supported by participants in managers' luncheons.	
16. Training topics for front-line staff will be proposed and assessed by managers and will be reviewed and implemented by the Learning Community Work Group.	16.a. Learning Community monthly progress reports describe the training topics for frontline staff proposed and assessed by managers and implemented by the Learning	

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Community work group.		
17. Supports are provided to assist mid-level managers to act as change agents in their respective agencies.	17.a. Learning Community monthly progress reports describe the degree to which mid-level managers participate in SOC Managers' Luncheons. Target: at least 90% (Managers' Luncheon attendance record).	
18. Mid-level managers will receive support to integrate a coaching model aimed at supporting their staff in incorporating SOC values into their agency culture.	18.a. Learning Community monthly progress reports describe the status of Impact partner agency efforts to integrate a coaching model.	
19. The Family Council is used to design the Impact orientation for families.	19.a. Learning Community monthly progress reports describe the degree to which the Family Council participates in the design of the Impact orientation for families.	
20. Family Council, Cultural Coalition, and Speak Your Mind will aid and support training efforts.	20.a. Learning Community monthly progress reports include the number of trainings supported (co-facilitated) and aided by Council and Speak Your Mind members.	