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ORGANIZATIONAL CHANGE AND TRAINING WORK GROUP

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INTRODUCTION

The Organizational Change and Training Work Group of the CalWORKs/Child Welfare Partnership Project convened ten people from across the state with expertise in county-level organizational change, staff development, and training programs. Representing counties of a range of sizes and urban/suburban/rural composition, as well as the California Department of Social Services (CDSS) and a university training program, Work Group members understood from their own experiences that organizational change is not an easy undertaking. Many counties are still responding to the demands of welfare reform, perhaps the most wide-ranging public policy change in the last two decades, that “ended welfare as we know it” and created the need for organizational change of county agencies on an unprecedented scale.

The coordination of CalWORKs and Child Welfare Services (CWS) presents many of the same challenges from an organizational change perspective as those of welfare reform. Management leadership, planning, and ongoing support are all equally critical. An agency vision and mission that are successfully translated to the daily functioning of the agency and support the need for service coordination are also important. Training should be viewed as a tool that *supports* the organizational change, not as the key to making the organizational change occur. Staff, client, and partnering agency involvement from the beginning of the organizational change process contribute to assuring the support and buy-in of these stakeholders.

In this paper, the Work Group presents recommendations to assist counties with organizational change issues that arise from efforts to coordinate CalWORKs and CWS, followed by recommendations on county training. The Work Group also made state-level recommendations that are summarized in the publication, *Recommendations for State-Level Activities to Coordinate CalWORKs and Child Welfare Services*.

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Table 1
Summary of County-Level Recommendations
on Organizational Change and Training

ORGANIZATIONAL CHANGE

1. Management must first decide if and why it wants to coordinate CalWORKs and CWS and to what degree coordination will occur.
2. Management needs to be involved with staff, partners, families, and the community in the planning and implementation of coordinated service delivery.
3. Leadership and agency vision need to be focused primarily on the outcomes for families and less on the organizational structure and process-related issues.
4. Management must assure that organizational change occurs at the community and partner levels as well.
5. Develop a set of guiding principles that provide staff, partners, families, and the community with a clear picture of how the agency intends to make the vision and mission “come alive.”
6. Ensure that the management structure and staff assignments align with the guiding principles.
7. In order to facilitate staff buy-in for CalWORKs/CWS coordination, staff need to experience firsthand why and how coordination strategies work.
8. Whenever possible, co-location of staff from CWS and CalWORKs will serve to further the successful implementation of service coordination.
9. Build in a system of process-oriented feedback and outcome measures to ensure that the agency is on the right track.
10. Support from management for staff and supervisors is important for service coordination to succeed.

COUNTY TRAINING

1. Assess the training needs of county staff and create a realistic training plan.
2. Offer training in the five areas identified as the core curriculum for coordinated services delivery.
 - A. Basic Orientation
 - B. Working with Families
 - C. Case Coordination and Confidentiality
 - D. Team Work and Decision Making
 - E. Supervising in the Coordinated Services Environment
3. Influence staff attitudes and practices by designing training built on adult learning principles, with an emphasis on building skills with experiential exercises.
4. Management must support training.
5. Offer training to management as well as to line staff.

RECOMMENDATIONS ON ORGANIZATIONAL CHANGE

1. Management must first decide if and why it wants to coordinate CalWORKs and CWS and to what degree coordination will occur.

It is important that agency management determine why coordination makes sense for their county and what the expected benefits for families, staff, and the agency will be. To ensure that the coordination effort will succeed, the reasons for coordinating must be sufficiently compelling to all those involved – staff, clients and their families, the Board of Supervisors, partners, and the community.

While conducting the research to develop these recommendations, the Work Group learned that coordination of CalWORKs and CWS occurs on a continuum. Some counties simply identify shared cases with the expectation that staff communicate, maximize TANF-related reimbursement for services to families, and work together to shape a case plan that eases the burden on parents. At this level of coordination, the agency’s mission and vision remain more or less the same; and new policies and procedures provide staff with an understanding of the level of coordination the agency has chosen to pursue.

At the other end of the continuum, some counties view CalWORKs/CWS coordination as only one component of a more coordinated service delivery system, one that is often family centered, strengths based and prevention focused. Some counties (such as El Paso County, Colorado) also direct early intervention activities at specific population groups, such as foster children graduating from the system and pregnant or parenting teens.

This level of organizational change often requires an intensive process for developing a new mission and vision, a process that ideally involves families, advocacy groups, staff, agency management, partnering agencies, and representation from the county Board of Supervisors. The involved families and community-based organizations (CBOs) should reflect the community’s diversity, and consideration needs to be given to addressing the barriers that often prohibit involvement of identified participants. For example, meetings can be scheduled in the evening and/or other times when families can attend; transportation and child care arrangements can be made for families; and families can be remunerated in some form for their participation, as with stipends or food vouchers. This level of organizational change also requires a concerted effort to align organizational structure, staff roles, supervisory responsibilities, case management processes, and hiring, training, and promotional expectations of staff.

The degree of coordination pursued by the county drives many of the decisions that must be made about the following recommendations. See Table 2 for reference materials on organizational change.

Table 2
Reference Materials on Organizational Change

There are many books that provide an overview of the organizational change process. Three of particular interest are:

The Human Side of Change: A Practical Guide to Organization Redesign. Timothy J. Galpin, Jossey-Bass Business and Management Series, 1996.

Managing Business Change for Dummies. Beth Evard and Craig Gipple, Hungry Minds, Inc., 2001.

Organizational Change in the Human Services. Rebecca Ann Proehl, Sage Sourcebooks for the Human Services, 2001 (order@sagepub.com).

2. Management needs to be involved with staff, partners, families, and the community in the planning and implementation of coordinated service delivery.

- Management has a critical role in any organizational change effort. Management must not only believe that coordinated services will make a difference in their agency – and, more importantly, to the lives of the families they serve – but also they must transmit this belief to staff. To do so requires the support and buy-in of all levels of agency management. Some suggestions for encouraging management involvement in planning and implementation include:
 - Establish a strategic planning group that includes agency staff (including support and administrative staff), families, partners such as public and community-based organizations (including substance abuse treatment providers; domestic violence, mental health, and family services agencies; probation departments; schools; community colleges; and other educational institutions), and representatives from the Board of Supervisors. Depending upon the level of coordination, this planning group should be charged with revising or rewriting the agency’s mission and vision to reflect a clear commitment to a coordinated approach to serving families.
 - Involve all levels of management (e.g., fiscal, administrative, and information services) in overseeing the changes required to coordinate CWS and CalWORKs services. Involvement by units that are traditionally viewed in more of a support role will send a clear message that they, too, have an important contribution to make if coordination is to succeed.
 - Establish an implementation team that includes management representation. This will ensure that the issue of coordinated services remains high on the management team’s agenda, that outcomes are measured and the resulting information put to use, and that accountability occurs at all levels of the agency regarding those outcomes.

3. Leadership and agency vision need to be focused primarily on the outcomes for families, and less on the organizational structure and process-related issues.

Focusing the change effort on improving services to families, with an emphasis on prevention and early intervention, is a crucial ingredient to the success of CWS/CalWORKs coordination. Human service work is mission-driven and, for most agency staff, that mission involves helping families towards self-sufficiency, health, and safety. Management will find greater staff support and buy-in when there is a focus on how coordination can better serve families.

4. Management must assure that organizational change occurs at the community and partner levels as well.

This is especially important when management pursues an approach to coordination that is at the far end of the continuum, with coordination as one aspect of a more family-centered, strengths-based and prevention-focused service delivery system.

Management should attend to the organizational change demands within the agency and simultaneously assist CBOs and other county partners involved in strengthening families to make requisite alignments and changes within their own organizations. Some ways to facilitate this include using the contracting process to reinforce the new mission and vision, appointing management team members (or a special liaison from the agency to the community) to help CBOs and other partners in making the changes required to support the new mission and vision, sharing with CBOs and partners marketing materials that the agency has developed for its own staff, and providing training and education to CBOs and partners about the new vision, mission, and guiding principles.

5. Develop and implement a set of guiding principles that provide staff, partners, families, and the community with a clear picture of how the agency intends to make the vision and mission “come alive.”

The guiding principles should indicate that coordination of CalWORKs and CWS is now the agency’s approach to “doing business.” Developing and implementing a set of guiding principles (as was done in El Paso County, Colorado, and Stanislaus County, California) provides supervisors and line staff with an operational framework that will support them in services coordination, case planning, and decision making regarding families. Management’s actions and decisions must be anchored in the guiding principles as well.

Suggestions for implementing the guiding principles include the following:

- Create and distribute publications and other materials (e.g., newsletters, pocket guides, brochures, etc.) that articulate guiding principles to educate and market this approach (see Table 3).
- Incorporate the vision and mission statements on posters, note pads, forms, business cards, and other materials so that staff, families, and partners are constantly reminded of the goals of coordination.
- Review and revise agency forms and materials to be consistent with guiding principles. This means that forms are oriented to a strengths-based approach, for example, rather than a deficit model.

Staff supervision, the case consultation process, and case management protocols should all be aligned with the guiding principles. All client, policy, and program decisions made by staff should pass the litmus test of supporting the new vision, mission, and guiding principles. An example of this would be the sharing of information readily between CalWORKs and CWS staff in the best interest of the family.

Table 3
Marketing Your Agency’s New Mission

The San Joaquin County Human Services Agency’s new mission statement to “...lead in the creation and delivery of services that improve the quality of life for our community” has become the focal point for agency activities. Giving life to the new mission and making it a daily reality for staff required a change in agency culture, a change that began with the rollout of the mission statement. Materials developed for the rollout and used later to reinforce the daily implementation of the mission included:

- Fun and inspiring video
- Motivational speaker
- “I’m on a Mission” buttons
- HSA annual calendars
- Updated wall calendars tailored to HSA’s mission
- Pocket calendars
- Ongoing reports of improvements made by Action Teams
- Quarterly newsletter that highlights staff “Star Performance”

6. Ensure that the management structure and staff assignments align with the guiding principles.

Bringing the entire organization into alignment to support coordinated services delivery is a critical function of management. Some examples of how this can be done include:

- Reclassifying staff, if necessary, and changing job descriptions to reflect the coordinated services approach.
- Ensuring that new policies and procedures supporting coordination are acted upon by holding staff accountable for doing so (see Table 4).
- Appointing a full-time position at the managerial level to bridge the two programs and support coordination. This coordinator can also assist external partners and CBOs in making the changes required for successful coordinated services delivery.
- Ensuring that management structure and hierarchy are designed to support coordinated services. For example, if a county chooses to regionalize offices with co-location of CalWORKs and CWS, the position of senior on-site manager could be designed not to be affiliated with either program, whereas the direct supervisor positions could be designed to provide program-specific expertise and supervision.

Table 4
Helping Staff Move Forward

As with any organizational change, the shift to coordinated services delivery may result in resistance, feelings of uncertainty, and challenges from staff. Management should expect these responses to occur. Management can help staff adapt to the organizational change in many ways.

- Involve staff in all aspects of the organizational change process (including planning, revising procedures, training, and outcomes identification and tracking) will go far in creating a sense of ownership by staff.
- Be clear on how staff are to be held accountable for performing in the new environment.
- Be prepared to offer supervision for those staff who continue to do their jobs “the old way.”
- Recognize that helping staff move forward once the change process has been launched may even include assisting staff in finding a new job.

7. In order to facilitate staff buy-in for CalWORKs/CWS coordination, staff need to experience firsthand why and how coordination strategies work.

- Provide opportunities for staff to observe coordination in action by watching multidisciplinary teams at work *and* hearing from families about the benefits of coordination.
- Consider starting a newsletter focusing on coordination or use an existing newsletter to highlight coordination progress, success stories, and challenges.
- At staff meetings, discuss planning for coordinated services, progress in implementing, and benefits of coordination. Share success stories and case studies.

- Use existing bulletin boards or create recognition boards for staff and work units that are succeeding at delivering coordinated services.
- Add a section regarding coordination to the performance appraisal process.
- Design and institute a coordination checklist for case planning, court reports, etc.
- Write and distribute interview guides, desk guides, and cheat sheets (e.g., “Three reasons why CalWORKs staff would want to talk with CWS staff” and vice versa).
- Create a cross-program staff team of “early adapters” and innovative service providers to develop a description of the benefits of services coordination for families and staff.

San Luis Obispo County’s *Program Integrity Supervisory Review* is one example of how program checklists can be geared towards enhancing coordinated service delivery (see Table 5).

<p>Table 5 Program Integrity Supervisory Review San Luis Obispo County</p> <p>In San Luis Obispo County, a Program Review Checklist is used by supervisors when reviewing CalWORKs Eligibility/Employment and Public Assistance Food Stamp cases.</p> <p>Below are some of the key questions.</p> <ul style="list-style-type: none"> ▪ Is the family TANF-eligible? ▪ Diversion: Were the potential benefits or drawbacks explored? Was Diversion offered if appropriate? ▪ Are there other programs, such as Medi-Cal or Food Stamps, that the family might be eligible for? ▪ Resource and referrals: Was the applicant given resources and referrals based upon the needs and strengths identified in a conversation? ▪ Job readiness: Was this explored and determined before assignment to an activity? ▪ Appraisal: Was there a discussion based upon strengths, hopes, and family needs? ▪ Child Welfare link: Was the system accessed to determine CWS involvement? Were resources and needs explored with the participant and the social worker? ▪ Case staffing: Is there intra/interagency involvement that will need to be developed into a single case plan?
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8. Whenever possible, co-location of staff from CalWORKs and Child Welfare Services will serve to further the successful implementation of service coordination.

Simply put, co-location supports and contributes to the delivery of coordinated services. Ideally, co-location should go beyond locating staff in the same building on different floors. Co-location that best supports coordinated service delivery involves mixing units or seating staff in groups based on regions or neighborhood. Physical co-location allows CWS and CalWORKs staff to more readily coordinate case management, provides opportunities for staff to know one another on a more personal basis, and builds trust and respect.

If physical co-location is unfeasible, ensuring communication is especially critical. It also becomes even more important that policies already in place be adhered to, such as:

- Ensuring that all staff have current phone directories, voice-mail, and e-mail capabilities.
- Instructing staff to provide informative voice mail greetings and e-mail auto replies that let their partnering staff know when and how they will be able to make contact.
- Sponsoring events that provide staff the opportunity to “put a face to the voice.”
- Holding joint staff meetings.

9. Build in a system of process-oriented feedback and outcome measures to ensure that the agency is on the right track.

Management can:

- Utilize continuous feedback (e.g., formal meetings, walk-arounds, staff gatherings, performance evaluations, etc.) to reinforce guiding principles and ensure that staff are performing in the new ways that are expected of them. When they are not doing so, be sure to explain why and what steps are needed for improvement.
- Identify expected outcomes and performance indicators early in the change process so that these can be monitored and measured. Management can use this information to determine if service provision has improved as a result of coordination. Wherever possible, the current information systems should use existing data to track outcomes.
- Solicit feedback from families and CBOs on an ongoing basis to determine how effective coordination is for them and to elicit their suggestions for improvement. This could be accomplished with the aid of client satisfaction tools, focus groups, or individual interviews.

10. Support from management for staff and supervisors is important for service coordination to succeed.

To accomplish this, management can consider the following options:

- Translate expected changes in practice into *written* policies and procedures and distribute to staff and supervisors. This sends a powerful message that management takes the shift to coordinated services seriously. Table 6 presents an example of a communication policy geared to facilitating coordination of services.

Other measures that management might take include:

- Have one unified policy manual for coordinated services.
 - Include CalWORKs policies and procedures in the CWS manual and vice versa so that workers do not have to consult different manuals.
 - Have representatives from both programs write the policies and procedures so that there is a clear dual perspective reflected.
 - Remember that training must accompany new policies if they are to be successfully implemented. Don't just distribute them.
 - Consider putting your policies on a county or departmental intranet system so that they are readily accessible to all staff.
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- Management should recognize that it will take more time, especially initially, to coordinate case planning, work across programs, and involve families. Compensatory time or overtime should be considered.
 - Consider creative ways to address the greater workload, such as flexible work hours, smaller caseloads, and/or telecommuting.
 - Encourage staff to get out and be seen in the community. Publicize the mission, vision, and coordinated services approach. One suggestion to consider is paid time to do community service work such as mentoring, tutoring, etc.
 - Promote and support teamwork (including multidisciplinary teaming for case planning and management) as one of the best ways for staff to work together in a coordinated services environment.
 - Recognize success and celebrate milestones in the organizational change effort.
 - Institute opportunities for professional development and continuing education of staff and supervisors. Offerings might include the Title IV-E M.S.W. program, the Family Development Credential Program, and the Human Services Certificate Program.

Table 6
Communication Policy and Procedures
San Luis Obispo County

Policy

Communication and cooperation between all Child Welfare staff and Employment/Resource staff will occur when participants are receiving common CWS/ERS services. Mutual activities include:

- Identification of mutual cases
- Case staffing
- Development of a common case plan
- Case management

Procedures

Procedures in the policy handbook speak to the responsibilities for all levels of staff in their respective roles in accomplishing the mutual activities. Staff involved include clerical for CalWORKs and Child Welfare, employment resource specialists, social workers, and social worker supervisors.

RECOMMENDATIONS ON COUNTY TRAINING

Training is often viewed as a primary driver of organizational change, but it cannot substitute for a vision that staff embrace and put into practice. Thus, training has an important, but supporting, role in implementing CWS/CalWORKs coordination.

Work Group members recognized that county training and staff development capacities vary widely within the state with many counties having few, if any, dedicated training personnel. Consequently, the Work Group endeavored to respond to the differing needs of counties as they developed recommendations and guidelines to assist county leaders in planning and implementing their training programs.

1. Assess the training needs of county staff and create a realistic training plan.

When planning for service coordination, conduct a training needs assessment that reviews staff orientation, core training for CWS and CalWORKs staff, and ongoing skills training for experienced staff. It would be helpful to assess existing curricula and identify which additional training materials or courses are needed.

Counties with a minimal internal training capacity can consult with Child Welfare Regional Training Academies (RTAs), community colleges, C.S.U. campuses, or agencies such as the Center for Human Services at U.C. Davis to identify training resources. With this information, counties can then develop a customized training plan that addresses the training needs of both new and experienced staff to learn and/or reinforce the skills required for services coordination.

2. Offer training on the five areas identified as the core curriculum for coordinated services delivery.

While training to support coordination of CalWORKs/CWS can focus on any number of topics (see Table 7), the Work Group recommends that the following five areas be considered as a core curriculum:

A. Basic Orientation

Whenever possible, orientation classes that combine staff members from both programs will serve to build trust and understanding among staff. Training for staff on the “other program” needs to begin with a basic overview of the goals, objectives, legislative mandates, and regulations of CalWORKs and CWS. Orientation should include the responsibilities of the staff from each program, their job descriptions, daily experiences, and the opportunity to hear from families who are served by the programs. It will also lay the foundation for staff’s understanding and putting into practice the mission, vision, and guiding principles that unite the two programs in serving families.

Table 7
Possible Training Areas in
Coordinated Services

- Family assessment
- Coordinated case planning
- Case staffing
- Team decision making
- Family group decision making
- Interactive interviewing
- Substance abuse, mental health, family violence
- Strengths-based case management
- Conflict resolution
- Cultural diversity training
- Confidentiality
- Joint documentation
- Transitional services
- Time management
- Self-care
- Team/meeting facilitation

B. Working with Families

A strengths-based, prevention-oriented services environment requires a new set of skills in assessment, case planning, family involvement, and cultural competency. This training should also support the critical shift in philosophy and attitudes that must occur for staff in both programs. CalWORKs staff must look beyond employability and concern themselves with the welfare of the children in the families they serve. “Child welfare” in this sense goes beyond reporting for abuse or neglect; it translates into concern for the well-being of all children with whom staff have contact. Child Welfare staff must also begin to view employment and financial security as a key prevention mechanism of neglect and abuse. This reality needs to be reflected in case plans for families.

Equally important is the need to address with staff the fears that many families may feel toward Child Welfare Services or fears families may have about divulging information to CalWORKs staff. Even if the county proceeds with a prevention and strengths-based model, the reality of child protection and removal of children to protect their safety is foremost in many families’ minds. Coordination of services may serve to heighten this anxiety. Training should focus on how to allay these fears and include role-playing opportunities and firsthand experiences of families who were helped by Child Welfare.

C. Case Coordination and Confidentiality

Whatever form of case coordination the county decides upon, training must be established to assist workers in understanding the process and objectives. Refresher and advanced training will also be necessary. Confidentiality training is a critical component of case coordination. Once the county institutes policies to assure respectful sharing of client information, it will be important that all staff involved in coordination of services be thoroughly briefed on any new forms and protocols. Also, county trainers need to identify how “confidentiality” can be used as a reason to thwart coordination, define “allowable accessibility” to family information by staff, and address these issues early in the training process.

Other important training topics related to case coordination include:

- An overview of the service delivery system for each program, the collaborating community, and government and nonprofit partners.
- How to access essential family data from various computer systems that serve both programs.

D. Team Work and Decision Making

Core training on team decision-making and the general principles of collaboration and teamwork would be based on the type of case management process implemented by the county in a coordinated services environment. Providing the training to interdisciplinary teams that include CalWORKs and CWS workers, along with other professionals who provide families with services (such as mental health, domestic violence, and substance abuse services), would best serve the goals of the training. If the county is including early intervention and prevention as key aspects of the redesigned service delivery system, training in teamwork and decision making will be especially important.

E. Supervising in the Coordinated Services Environment

Appropriate training for supervisors would provide them with the skills they need to supervise across programs and professions. Training for supervisors should also focus on tracking outcome data. This includes outcome information gathering, reporting, and sharing with staff, as well as holding staff accountable for outcomes.

3. Influence staff attitudes and practices by designing training built on adult learning principles, with an emphasis on building skills with experiential exercises.

The Work Group recommends the following guidelines in developing training:

- Coordinated services training should clarify how changes in service delivery can successfully support families, creating a sense of joint venture among the coordinated programs and the family (see Table 8).
- Adults are self-focused learners; they want to know what is in it for them. Training needs to clarify how workers in CalWORKs will benefit from partnership with CWS and vice versa.
- Training should be designed so that participants can “own” the learning experience. For example, a staff member may come to coordinated services training with a range of opinions about staff from the “other program.” Suspending such biases and participating in training activities with those staff members is the first step in building a fruitful working relationship and serving families in a new way.
- Adult training should offer opportunities to put newly learned skills into practice. Refresher and advanced training should be offered. Coordinated services training should be more than a book-learning exercise that simply details the steps of writing a coordinated case plan. Staff will need to practice the skills being trained in a variety of exercises and case scenarios. To increase retention, it is important to have more than one training session, so that staff can apply the newly learned skills in the field and then return to training to ask questions, make refinements and reinforce their knowledge.

<p>Table 8 How Coordinated Services Can Help Families</p> <ul style="list-style-type: none">▪ Coordinating services can yield <i>better outcomes</i> for families because they don't have competing plans, goals and timelines.▪ One point of entry for families <i>makes life easier for families</i> who already have significant stress and few resources.▪ A coordinated system can mean <i>more accountability</i>. There is less opportunity for miscommunication between families and staff.▪ Families reduce the amount of time spent with program administration and increase the time spent in applying the skills learned.
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4. Management must support training.

There are a number of steps management can take in support of training:

- Make training a high priority. One way to make training a high priority is to have training represented on the executive team of the agency. Staff Development involvement early in the planning process for an organizational change effort means that training and how it is rolled out will receive appropriate attention and emphasis.
- Attend and participate in the same training that line staff receives. No action is more important for management and supervisors than “walking the talk.” This translates into enrolling in, attending, and participating in the same training that line staff receives and modeling, with staff and families alike, the new behaviors that are expected.

- Fund training.
If training is a high priority then funds, including local dollars, are found for it. There are a variety of steps the agency can take to maximize use of federal training funds (e.g., Title IV-E funding) and other non-county sources of revenue. The CalWORKs block grant to counties can be utilized for staff training as well.
- Staff training with appropriately skilled trainers.
The quality of the training is directly linked to the quality and preparation of the trainers and the curriculum. Trainers, typically hired from the program side of the agency, require training and guidance in order to provide the best possible training. There is a difference between training on program content (e.g., regulations) and training on how to coordinate with other service partners. Trainers will require adequate time and resources for the development, delivery, and evaluation of new training.
- Support supervisors' responsibility for transfer of learning and reinforcement of training.
Supervisors play a key role in the transfer of skills and knowledge from the training room to the field. They reinforce training by encouraging staff and assuring that new skills are put into practice. It is incumbent upon management to support supervisors in this role and hold them accountable for their follow-through.

5. Offer training to management as well as to line staff.

The coordinated services environment will require new knowledge and skills on the part of the management team. Training might be needed in:

- Change management,
- Strategic planning and implementation,
- Principle-centered, collaborative management,
- Evaluation,
- Fiscal operations, and
- Confidentiality.

END NOTE

County leadership can use staff and management training as a key tool to support organizational change that implements their vision of coordinated services. Training is particularly effective when management and staff have contributed to the design and implementation protocols of the coordinated system. An effective training plan should assess the specific needs of county staff. The Work Group recommends priority areas for training, including a basic orientation, working with families, case coordination and confidentiality, team work and decision making, and supervising in a coordinated services environment. The training program needs the support and involvement of management and needs to be based on adult-learning principles.