CALTRIN
California Training Institute

The California Training Institute

NEEDS ASSESSMENT REPORT

April 2021

In 2020, the California Office of Child Abuse Prevention (OCAP) contracted with Rady Children's Hospital–San Diego to deliver a professional education program to family strengthening and child abuse prevention organizations. This effort, known as the California Training Institute (CalTrin), will provide a comprehensive, science-based professional education program to meet the needs of administrators, staff, and stakeholders of Family Resource Centers (FRCs), Child Abuse Prevention Councils (CAPCs), and child welfare agencies in the state of California.

Examining the training and educational support needs of the target population has been instrumental to CalTrin program development. To guide this Needs Assessment process and to review the goals that were established in the CalTrin proposal, CalTrin convened a Program Advisory Committee of key child abuse prevention stakeholders from across the state. Based on this group's discussion and review, CalTrin conducted an assessment to obtain information about the needs and interests of potential learners, as well as their current level of experience, skill, and/or knowledge in relevant areas of training, which are grouped by CalTrin into four domains: 1) Evidence-Based / Evidence-Informed Services; 2) Direct Service Delivery Skills; 3) Trauma-Informed Systems, and 4) Management & Leadership. This assessment included a web-based professional education needs survey of FRCs, CAPCs, and their stakeholders; document review and consultation with OCAP leadership to identify training needs and recommendations; and review of trainings conducted by the previous OCAP training contractor.

Survey Results

Survey Demographics

- A total of 207 people responded to the October 2020 Needs Assessment survey.
- Survey participants represented 44 of California's 58 counties.
- Nearly half of all respondents were in supervisor, manager, or director roles.
- The organizations represented varied greatly in size, ranging from 0.5 to 1,500 paid employees, with a mean of 127 and a median of 32.5.
- Respondents reported turnover rates from 0 to 50%, with a median turnover rate of 10%, which is considered within an optimal range.

Staff Orientation and Training

- While most managers/directors reported that their staff orientation programs are somewhat or very effective, the need for more consistency in orientation programs, as well as a preference for more and longer shadowing opportunities, were key themes.
- Respondents reported attending approximately 10 trainings in the past year.
- 46.8% of respondents reported experiencing challenges to attending training, including work demands/prioritization, training availability, cost/funding, and connectivity or technology issues.
- More than 90% of respondents indicated that their staff has access to computers and adequate bandwidth to complete online training, but access to web cameras and microphones was less common, potentially decreasing the utility of online training for some employees.

Guidance for Future Professional Development for the Child Abuse Prevention Field in California

Survey respondents were asked to identify the most important training topics in each of four domains. Management staff were also asked to identify the areas of greatest needs for skill development. The top five topics in each area were:

Evidence-Based / Evidence-Informed Services
1. Assessment of client needs
2. Parenting education models – what works to prevent CAN
3. Protective factors 101 and deeper dives
4. Strengthening economic supports
5. Review of evidence-based or -informed service delivery models

Direct Service Delivery Skills
1. Building parental resilience
2. Poverty interventions – what do we know works?
3. Race and equity
4. Addressing ACEs
5. Building strong communities

Trauma-Informed Systems
1. Trauma and parenting
2. Trauma's effect on youth, and the consequences in child care and school settings
3. Secondary traumatic stress
4. Turning compassion fatigue into compassion satisfaction
5. Workgroup on Trauma-Informed Care Organizational Self-Assessment and action plan development

Management & Leadership
1. Leadership development
2. How to create a culture of learning and continuous improvement
3. Evaluation and outcome measurement
4. Race and equity
5. Cultivating inclusive workplaces

Management & Leadership: Greatest Need for Skill Development
1. Understanding the fundamental principles of change management
2. Knowing how to successfully manage resistance to changes
3. Understanding how to influence, inspire, and motivate others
4. Knowing how to inspire and instill accountability within his/her team
5. Knowing how to delegate tasks appropriately

Summary of Target Audience Needs

- Organizational Needs:
  - There are a large number of staff and volunteers spanning a diverse range of positions/roles and education levels in the child abuse prevention organizations in California.
  - Needs vary depending on organization size, location, and region.

- FRC Specific Needs:
  - Funding and resources are an ongoing issue for FRCs.
  - FRCs report a need for greater connections with early childhood education.
  - FRC clients vary widely by region, both in terms of race/ethnicity and special population group need (e.g., refugee families, LGBTQ populations, etc.).

- Training Purpose:
  - Training needs to encompass both orientation training for new employees, and higher-level and ongoing trainings for existing staff.
  - Training needs to be consistent, address the needs of all levels of staff, and support and build on the culture of learning already present in most organizations.

- Training Structure:
  - Training needs to fit within organizations' work/productivity demands, budget, and technology resources in order to be readily accessible.
  - Trainings need to be relevant, interactive, engaging, offer opportunities for practice, and provide tools and strategies applicable to daily work.
  - Job shadowing, coaching, and mentoring are training methods of interest.

- Training Supports:
  - Most organizations can support access to online training, and have access to space for in-person training as that option becomes available.

- Evaluation and Outcomes:
  - Organizations need assistance and support to build capacity for efficient and effective data collection and evaluation.
  - Need to ensure that the measures used align with the service delivery standard and/or framework for the organization or program, and support the identification and implementation of appropriate measures, where measures are not currently being used.
  - Need consistent data collection of demographics, service delivery, and outcomes across organizations so that data and results can be aggregated to provide additional support for the child abuse prevention efforts at a system level.

CalTrin Professional Education Plan

To address the needs of FRCs, CAPCs, and other child abuse prevention-focused agencies identified during the CalTrin Needs Assessment process, CalTrin will:

- Offer trainings and professional development on a regular basis, building to a point where live offerings are available each week and courses in a Learning Management System (LMS) are available 24 hours a day.
    - CalTrin will build a model which combines potential in-person training opportunities with live webinars and on-demand modules within a Learning Management System.
    - Training and development will be available for all four CalTrin domains and tailored to identified areas of greatest importance or need for skill development within each area.
    - Training will be interactive and engaging, offer opportunities for practice, and will be relevant and easily adaptable to participants' work.
    - CalTrin will utilize existing evidence-based trainings, when available.
    - Trainings will be available in a variety of durations.

- Offer courses that address the needs of both new staff and experienced workers.
    - Training will be leveled to meet staff training needs across roles and career paths.
    - Each training will consider how the material can be applied in work settings, as well as how it connects to the core concepts of family strengthening and engagement.
    - Live core/baseline training will be available regularly.
    - Most courses will provide pre-read materials or activities, as well as resources for a deep dive after the training.
    - Boosters or reminders that ask attendees to reflect and act on what they learned will be provided after most trainings.

- Clearly identify training targeted at managers and leaders and, in some cases, restrict these trainings to ensure an appropriate audience.
    - Initial Management & Leadership training topics will focus on the areas of greatest importance as identified in the Needs Assessment survey.
    - CalTrin will establish a mentoring program, where new directors are paired with experienced directors from a similar county/organization, as well as provide management and leadership trainings on core/baseline skills.

- Offer training and support on a variety of evaluation-related topics, tailored for organizations at various stages of evaluation.

- Support all California organizations, large and small, while recognizing that smaller organizations, as well as those in rural areas, may be less able to offer their own internal training and need more support and training from CalTrin. Organization- and/or region-focused training will be offered when needed.

- Conduct ongoing, periodic outreach to FRCs and CAPCs to better identify their needs over time.

Introduction

In August 2020, the California Office of Child Abuse Prevention (OCAP) contracted with Rady Children's Hospital–San Diego to deliver a professional education program to family strengthening and child abuse prevention organizations throughout the state of California. This effort, known as the California Training Institute (CalTrin), will provide a comprehensive, science-based professional education program to meet the needs of administrators, staff, and stakeholders of Family Resource Centers (FRCs), Child Abuse Prevention Councils (CAPCs), and child welfare agencies in the state of California.

Examining the training and educational support needs of the target population has been instrumental in the development of the CalTrin professional education program. The CalTrin Needs Assessment has three main components:

- Review of existing websites, surveys, and documents regarding FRCs and CAPCs, with a focus on those examining training delivery, needs, and gaps.

- Consultation with OCAP leadership and staff, to identify training needs and recommendations from their work with state- and county-level stakeholders.

- A web-based professional education needs survey of FRCs, CAPCs, and their stakeholders.

To guide this assessment process and to review the goals that were established in the CalTrin proposal, CalTrin convened a Program Advisory Committee of key child abuse prevention stakeholders twice in September 2020. The Program Advisory Committee was comprised of 22 members, in addition to CalTrin staff and consultants (see Appendix A for a list of members).

Document Review and Consultation with OCAP to Identify Training Needs and Recommendations

The Needs Assessment began with multiple discussions with OCAP leadership and staff. Initial conversations focused on their vision for the CalTrin project, with subsequent meetings addressing the needs of the CalTrin target audience, as identified through their county-level consultation work and Prevention Summit activities.

Simultaneous to the discussions with OCAP, a number of websites and documents were reviewed to identify information that would be relevant to this Needs Assessment and the development of the CalTrin professional education plan. These foundational materials also informed the development of the web-based professional education needs survey.

Key websites reviewed, including documents contained there, included:

- California Family Resource Association https://californiafamilyresource.org/

- Center for the Study of Social Policy https://cssp.org/

- Colorado Family Resource Center Association www.cofamilycenters.org

- FRIENDS National Center for Community-Based Child Abuse Prevention https://friendsnrc.org/

- National Family Support Network www.nationalfamilysupportnetwork.org

- Strategies 2.0 https://strategiesca.org/, including available trainings
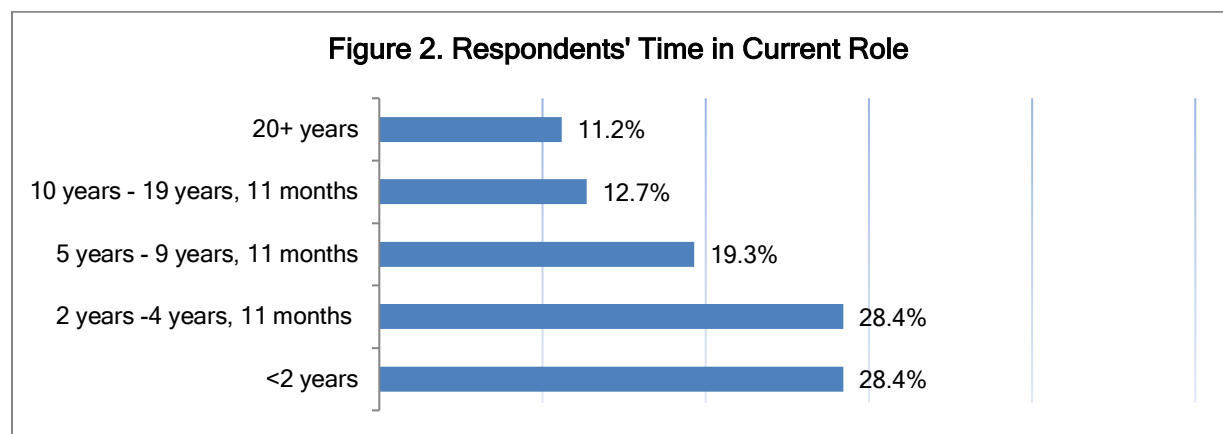
Key documents reviewed, included:

- Best Practice Guidelines for California's Child Abuse Prevention Councils

- Beyond Screening: Achieving California's Bold Goal of Reducing Exposure to Childhood Trauma

- California Department of Social Services, Office of Child Abuse Prevention (OCAP)
  - Strategic Plan 2015 – 2020
  - Strategic Plan 2020 – 2025
  - All County Information Notice (ACIN) No. I-65-19: Vision and Definition Of Prevention Services And Roles Of State, County, And Child Abuse Prevention Councils

- California Family Resource Center Statewide Survey Results Brief (November 2019)

- Casey Family Programs Report: Do place-based programs, such as Family Resource Centers, reduce risk of child maltreatment and entry into foster care?

- Family Resource Center Landscape Review (June 2018)

- How Child Welfare Professionals Access, Use, and Share Information: Results From the National Child Welfare Information Study (April 2020)

- NFSN Standards of Quality for Family Strengthening & Support

- Preventing Adverse Childhood Experiences (ACEs): Leveraging the Best Available Evidence (2019)

- Vehicles for Change, Volumes 1 and 2

Professional Education Needs Survey of FRCs, CAPCs, and Their Stakeholders

Based on the work of the Program Advisory Committee, a web-based survey was conducted to obtain direct information about the needs and interests of potential learners, as well as their current level of experience, skill, and/or knowledge in relevant areas of training.

The survey was conducted over three weeks in October 2020, with survey invitations distributed to staff at child abuse prevention agencies via existing mailing lists (CEBC Email Alert, OCAP list of CAPC contacts, CalTrin Program Advisory Committee members, OCAP list of FRCs, First 5 Associations, and Tribal CWS). Most of these mailing lists are targeted at organizational leaders or at a generic email address for the organization (e.g., info@countycapc.org). The email invitation asked recipients to complete a 15-minute, anonymous survey via the internet to provide input about what they want and need to better serve children, families, and communities, with the feedback being used to prioritize CalTrin's initial efforts and educational system design. Survey respondents were invited to sign up for the CalTrin email list to receive information on course offerings.

A total of 207 respondents completed the survey. The following sections summarize the results of the survey.

Responses by County

Of California's 58 counties, 44 were represented in the survey responses, with participants from seven counties comprising more than 47% of all responses (Placer, Sacramento, San Luis Obispo, Napa, Mendocino, Shasta, and Yolo). Responses were skewed to the northern areas of the state, with only 13% of responses coming from the Southern region.
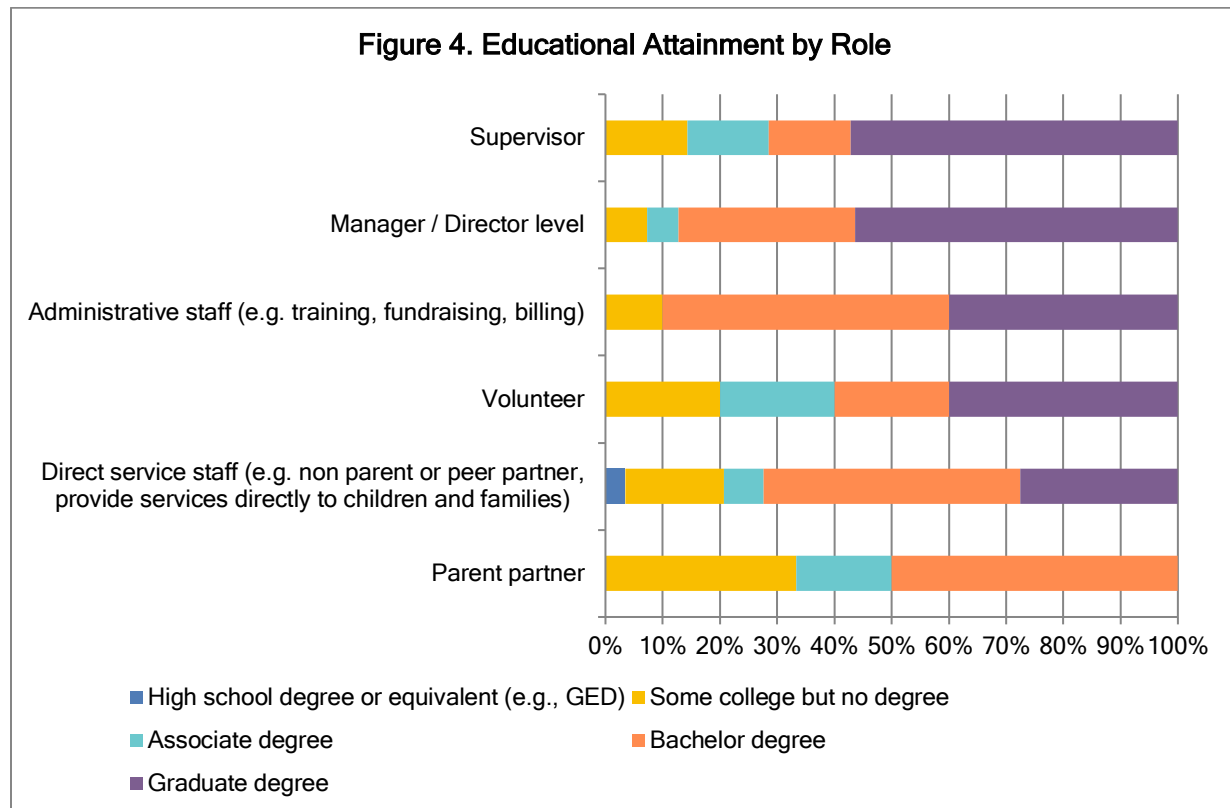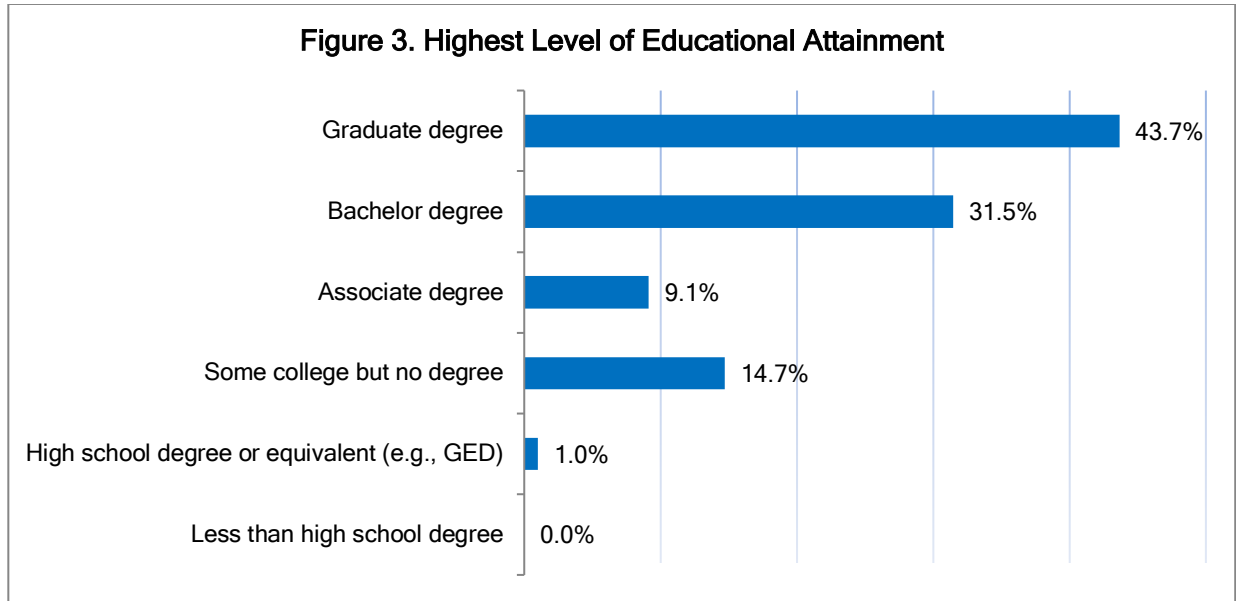
Responses by Organization

More than half of all survey responses were from staff of FRCs and CAPCs. The amount of time the respondent had been in their current role varied widely, although over half had been in their current role for less than 5 years.

Figure 1. Respondents by Organization Type

Organization Type	Percentage
Family Resource Center (FRC)	35.0%
Child Abuse Prevention Council (CAPC)	17.8%
Community-based organization that works in the child abuse prevention field but is not an FRC or CAPC	13.7%
Public Child Welfare Agency (local, county, or state)	12.2%
Other (combination CAPC/FRC, foster family services, probation, 0-5 programs, etc.)	11.7%
County Public Health/ Public Health Center	4.6%
COE/School District/School	3.6%
Tribe/ Tribal Government/ Indian Child Welfare	1.5%

Figure 2. Respondents' Time in Current Role

Time in Current Role	Percentage
20+ years	11.2%
10 years - 19 years, 11 months	12.7%
5 years - 9 years, 11 months	19.3%
2 years -4 years, 11 months	28.4%
<2 years	28.4%

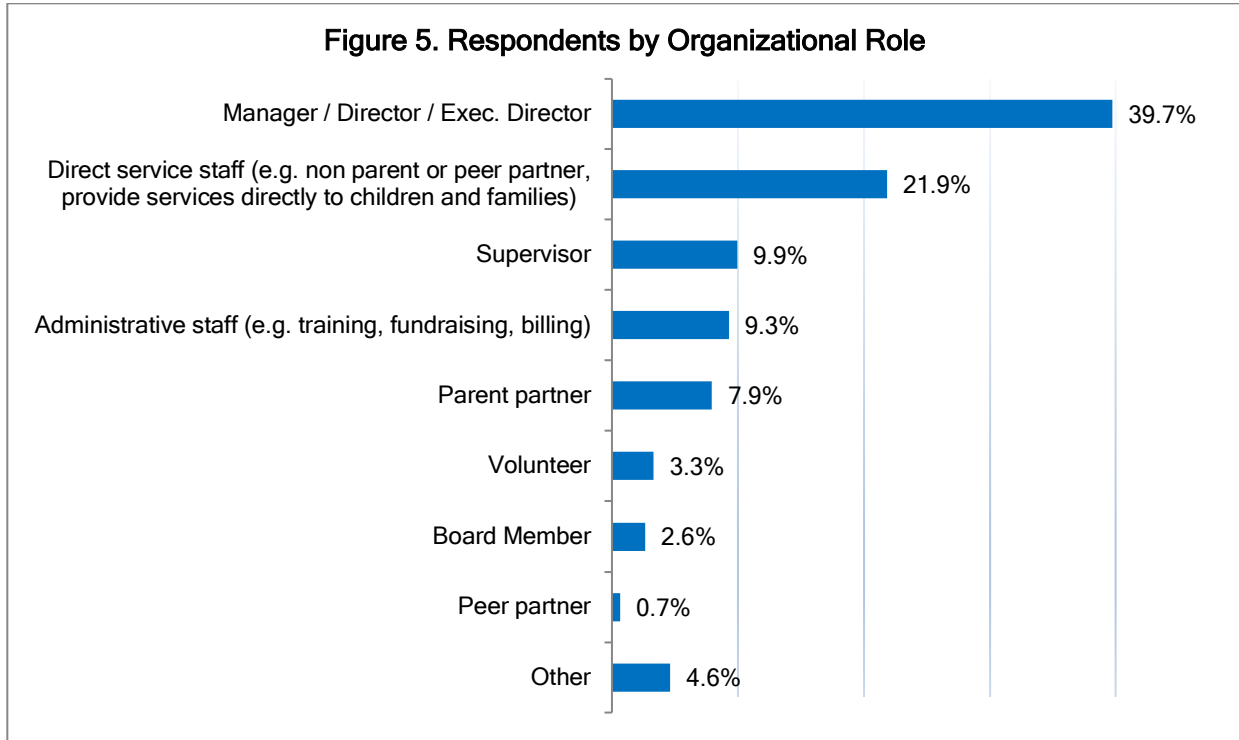## Responses by Level of Education and Clinical License

Seventy-five percent of all respondents have attained a bachelor or graduate degree. However, there are significant differences in educational attainment when viewed by role. Less than 14% of respondents have a clinical license. Among the roles surveyed, supervisors are most likely to hold a clinical license (35.7%).

Figure 3. Highest Level of Educational Attainment

Level	Percentage
Graduate degree	43.7%
Bachelor degree	31.5%
Associate degree	9.1%
Some college but no degree	14.7%
High school degree or equivalent (e.g., GED)	1.0%
Less than high school degree	0.0%

Figure 4. Educational Attainment by Role

Roles (top to bottom): Supervisor, Manager / Director level, Administrative staff (e.g. training, fundraising, billing), Volunteer, Direct service staff (e.g. non parent or peer partner, provide services directly to children and families), Parent partner

Legend:
- High school degree or equivalent (e.g., GED)
- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree

Note: Interns and peer partners are excluded (only 1 response in these categories). The category of Other role is also excluded.

Responses by Organizational Role

Almost 40% of respondents self-identified as managers, directors, or executive directors. This is not surprising, given that the majority of the mailing lists used for survey recruitment were targeted at organization leaders.
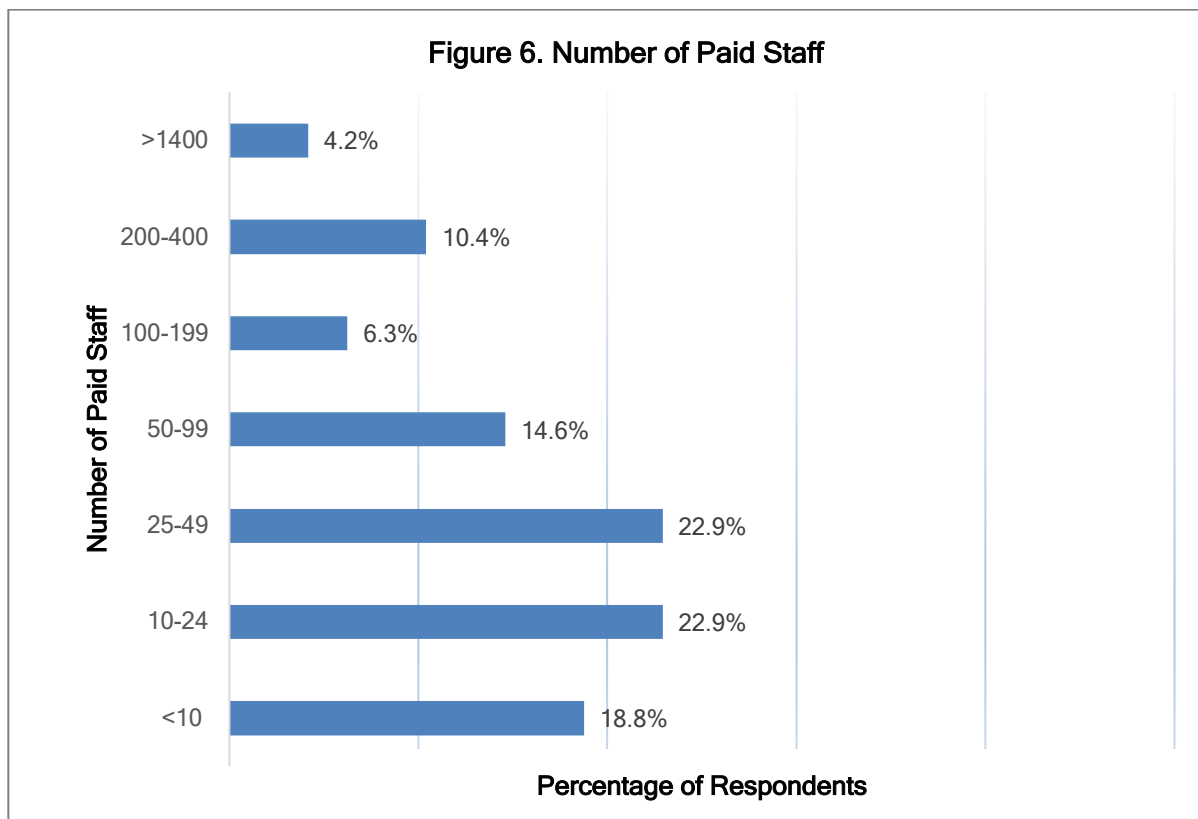
Figure 5. Respondents by Organizational Role

Role	Percentage
Manager / Director / Exec. Director	39.7%
Direct service staff (e.g. non parent or peer partner, provide services directly to children and families)	21.9%
Supervisor	9.9%
Administrative staff (e.g. training, fundraising, billing)	9.3%
Parent partner	7.9%
Volunteer	3.3%
Board Member	2.6%
Peer partner	0.7%
Other	4.6%

Questions Specific to Managers/ Directors

The questions in this section were only answered by managers and directors who indicated that they work for FRCs, CAPCs, public child welfare agencies, and community-based agencies that work in child welfare.

Current Number of Paid Staff

The number of paid staff ranged from 0.5 to 1,500. Over 40% of managers and directors reported that their organization has less than 25 paid staff, with a further 23% indicating 25 to 49 paid staff. While the average number of paid staff was 127, mid-size teams were most typical, with a median paid workforce of 32.5 employees. This data is reflective of what other surveys of this population have found and clearly demonstrates that child abuse prevention organizations in California vary widely in size.

Figure 6. Number of Paid Staff

Number of Paid Staff	Percentage of Respondents
>1400	4.2%
200-400	10.4%
100-199	6.3%
50-99	14.6%
25-49	22.9%
10-24	22.9%
<10	18.8%

Impact of COVID-19 on Staffing

In response to the COVID-19 pandemic, California issued a "stay-at-home" order in March 2020, which directly affected many organizations. As a result, in-person work largely halted, most schools moved to remote delivery, and many organizations had to quickly pivot in order to meet the needs of both their staff and their communities. Approximately 18% of leaders reported furloughing or reducing staff as a result of COVID-19. However, by the time of the survey in October 2020–seven months after the beginning of the pandemic–respondents did not report significant changes to total number of paid staff over the last year. It appears that, over time, initially furloughed or reduced positions were largely reestablished. Many organizations moved to online and telephone-based service delivery, and over time, more in-person services were reestablished as safer service delivery methods, such as health screening, physical distancing, reduced building capacities, and consistent use of personal protective equipment, were rolled out.

Turnover

Across industries, turnover rates of 10 to 12% are considered optimal or healthy. However, turnover rates in social services organizations, and more specifically those with a child welfare focus, have historically been estimated between 20 to 40% (Casey Family Programs, 2017). High turnover affects not only the agency, primarily through higher costs, but also the children and families the agency serves.
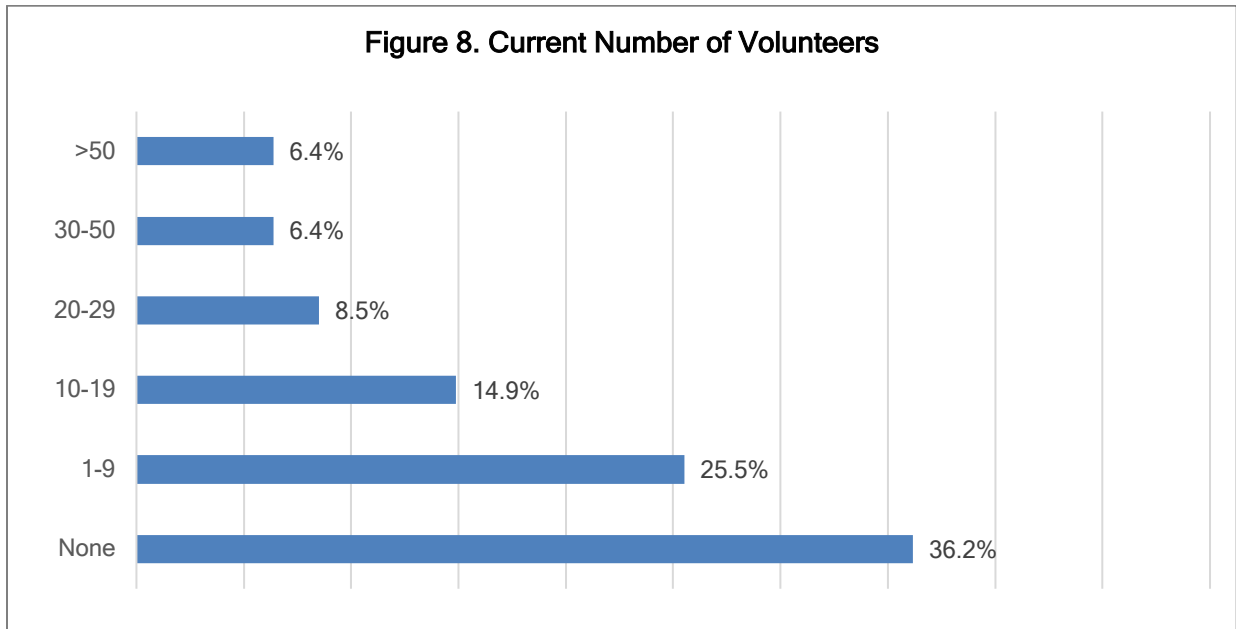
Responses regarding child abuse prevention organization turnover greatly varied, ranging from 0% average turnover to 50% average turnover. The median turnover rate is 10%, indicating that many of the organizations surveyed have a healthy rate of turnover. However, turnover may be a significant issue for some, with more than 31% of leaders reporting annual turnover greater than 20%. On a positive note, almost 30% of respondents reported exceptional organizational stability (less than 10% annual turnover), with over 20% reporting no turnover in the past year.

Figure 7. Annual Turnover Rate

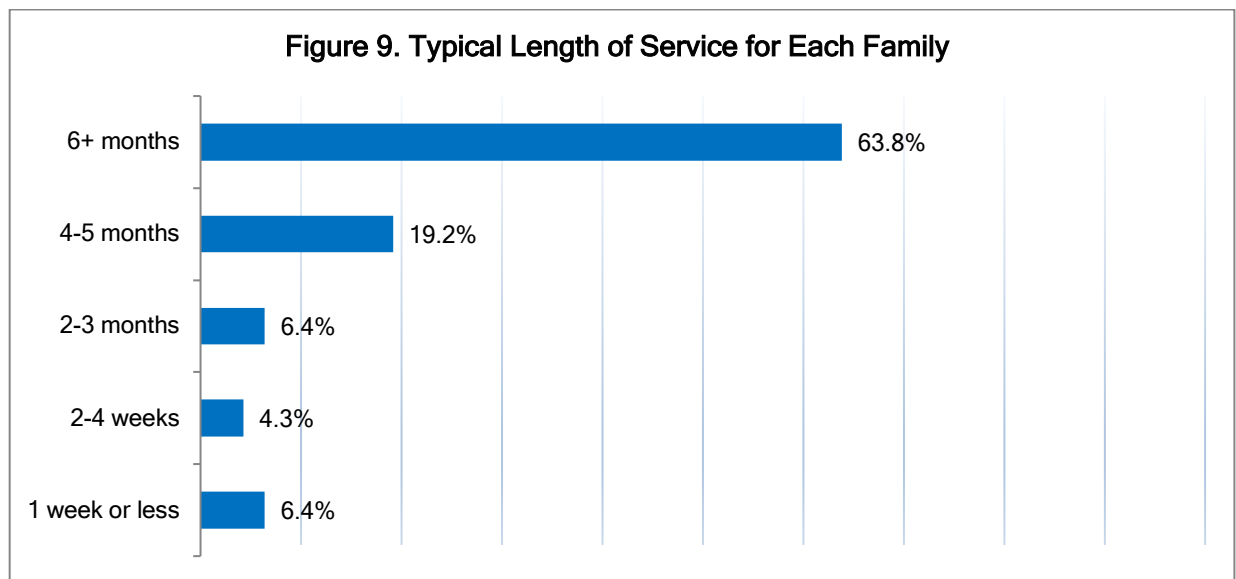| Annual Turnover Rate	Percentage
>40%	6.7%
20-40%	26.7%
15-19%	11.1%
10-14%	26.7%
1-9%	6.7%
0%	22.2%
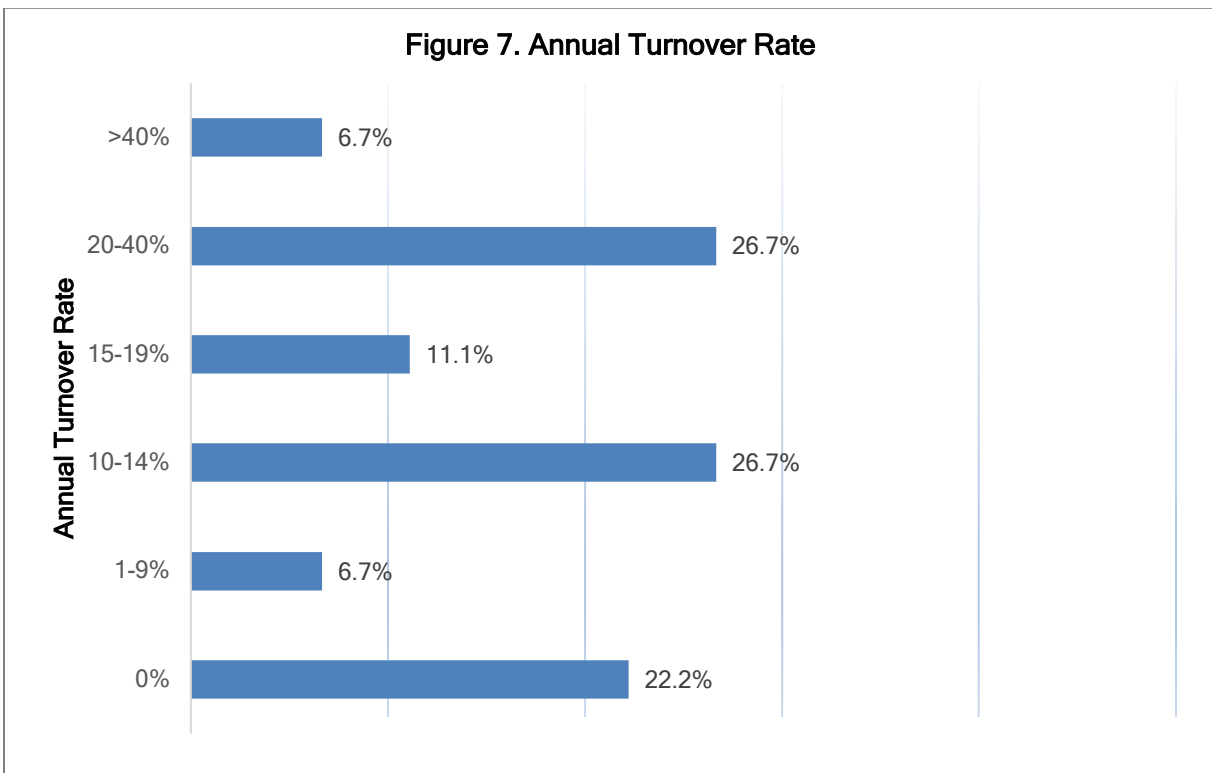
Current Number of Volunteers

The number of volunteers reported ranged from 0 to 200, with a mean of 15 and a median of four volunteers. It was noted by some organizations that these numbers include unpaid interns.

While CalTrin did not specifically ask this, it is possible that COVID-19 had an impact on the number of volunteers at some organizations. Public health orders regarding COVID-19 varied by county in California, and the practices and policies regarding volunteers and/or interns likely varied as well, as agencies worked to comply with local requirements and their work practices were adjusted accordingly. It is possible that the number of volunteers reported at the time of the survey is lower than typical.

Figure 8. Current Number of Volunteers

Category	Percent
>50	6.4%
30-50	6.4%
20-29	8.5%
10-19	14.9%
1-9	25.5%
None	36.2%

Typical Length of Service for Each Family

The majority of clients receive services for over six months.

Figure 9. Typical Length of Service for Each Family

Category	Percent
6+ months	63.8%
4-5 months	19.2%
2-3 months	6.4%
2-4 weeks	4.3%
1 week or less	6.4%

Program Evaluation

All but two managers/directors (95.9%) indicated that they use outcome measures. Specific measures used are shown in the table below; more than one measure could be selected. The measures being used are all appropriate to the child abuse prevention field, with many examining the Protective Factors that underpin much of this work. The measures in the Other group included the *Standards of Quality for Family Strengthening & Support*, Parents as Teachers and Triple P evaluation tools, *Arizona Self-Sufficiency Matrix*, AVANCE pre and post tests; and several behavioral health measures, among others. No additional detail was obtained on the locally developed measures.

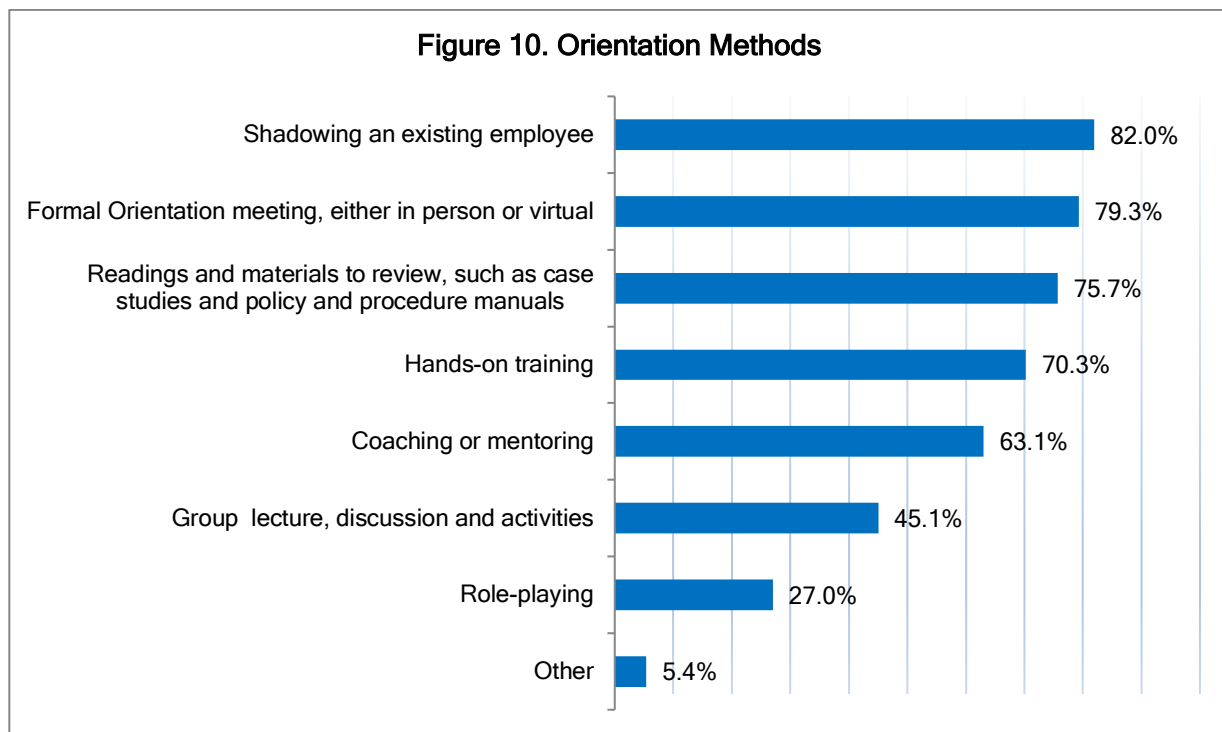| Table 1. Outcomes Measures Currently Used	
Measures Used	Responses
ASQ (Ages and Stages Questionnaire)	45.8%
Five Protective Factor Survey	41.7%
ACEs (Adverse Childhood Experiences Questionnaire)	33.3%
Family Development Matrix	14.6%
AAPI (Adult Adolescent Parenting Inventory)	14.6%
The Family Assessment Form	12.5%
FRIENDS Protective Factors Survey	12.5%
Locally developed measure	41.7%
Other	33.3%

Current Staff Development Efforts

These questions were answered by staff who indicated that they work for FRCs, CAPCs, public child welfare agencies, and community-based agencies that work in the child abuse prevention field.

New Employee Orientation

Most respondents reported that their organization's new employee orientation and training is somewhat or very effective, though more than 12% reported new employee training that is either not at all effective or not so effective.

Table 2. New Employee Orientation Effectiveness	
Answer Choices	Responses
Not at all effective	4.5%
Not so effective	8.1%
Somewhat effective	45.0%
Very effective	40.5%
Extremely effective	1.8%

Organizations surveyed utilize a spectrum of training and orientation modalities, with most using several methods to orient and train new staff.

Figure 10. Orientation Methods

- Shadowing an existing employee — 82.0%
- Formal Orientation meeting, either in person or virtual — 79.3%
- Readings and materials to review, such as case studies and policy and procedure manuals — 75.7%
- Hands-on training — 70.3%
- Coaching or mentoring — 63.1%
- Group lecture, discussion and activities — 45.1%
- Role-playing — 27.0%
- Other — 5.4%

Respondents further provided suggestions for new employee orientation and training, based on both how they believe their organization's process could be improved, as well as what has worked well. The most salient theme in these comments is a desire for training and orientation that is consistent–both across the organization and over time, with structured and documented onboarding practices and specific standards. Although more than 80% of respondents indicated that their organization includes shadowing as a component of new employee orientation, a second key theme was a preference for more and/or longer opportunities for job shadowing, which is an effective way to train new staff.

Staff Training

Respondents reported that, on average, staff complete 42.9 hours of training each year, with a range of 0 to 100 hours (median = 40). In most organizations surveyed, staff can attend trainings from any provider, with leadership approval, or staff can attend training that is agency-sponsored or provided.

Figure 11. Training Options

Option	Percentage
Staff can attend trainings from any provider, with leadership approval.	82.2%
Staff attend agency-sponsored or -provided trainings.	82.2%
Staff can choose from a menu of available trainings.	45.8%
Staff can attend trainings from any provider, with no leadership approval required.	9.4%
Other	9.4%
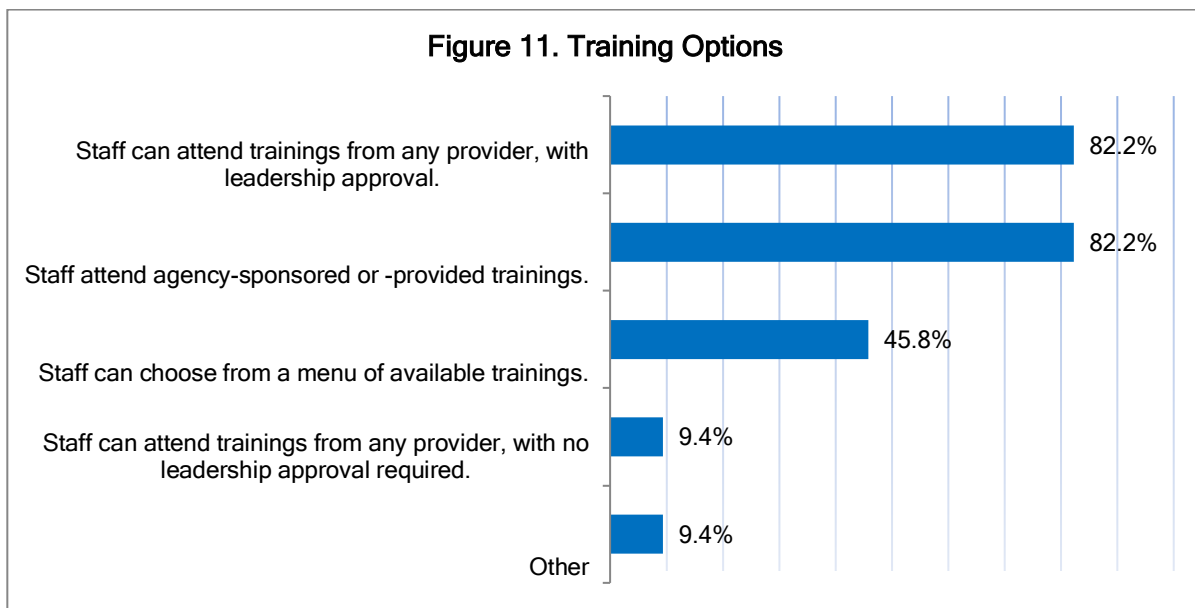
Most respondents (93.5%) had attended training in the past year, including webinars, instructor-led, and virtual training. Those who attended training in the past year most typically reported attending approximately 10 training events. Preferred trainings were interactive and engaging, offered opportunities for practice, and were relevant and easily adaptable to the participants' work. "Favorite" trainings over the past year included a very broad array of topics, with many respondents indicating that their favorite training was about ACEs/trauma-informed practices or Protective Factors; equity, implicit bias, or culture training; self-care; technology skills; and parenting. Fewer respondents answered a question about their least favorite training, and of those, only 60% reported having a "least favorite" in the last year. Those who provided additional information cited trainings that were not leveled to their current knowledge base; were not engaging or interactive; did not take into account their local situation; and did not provide strategies or tools that could be applied in their own work setting.

Slightly less than half of respondents (46.8%) reported experiencing challenges to attending training in the past. Challenges reported, in order of greatest to least frequency, were:
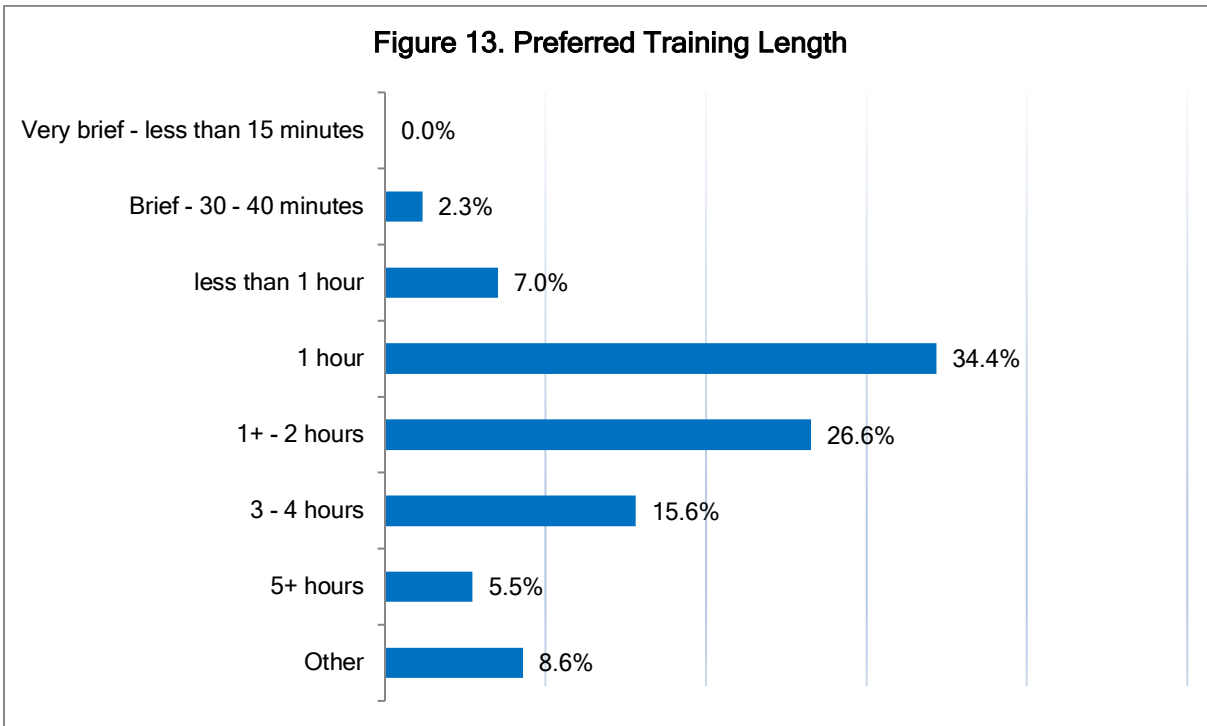
- Workload, prioritizing work demands, and/or coverage.

- Training availability; this included location, cancellation due to COVID-19, or training schedules that did not meet the respondent's needs.

- Cost/ funding.

- Connectivity and technology issues; respondents reported poor internet connectivity, but also technical issues such as links to training that did not work and lack of clear instructions, as well as trainers who encountered technical challenges.

- Training that did not engage the learner; this included facilitators who appeared to be inexperienced, unprepared, or lacking knowledge in the training topic and who did not successfully engage learners in a virtual environment, as well as respondents who reported a perception that online trainings are not productive.

Respondents indicated a strong preference for "live" training with an instructor, ideally in person, but also in a virtual setting. The chart below shows average ratings on a scale of 1 to 4, where 1 = Least Preferred and 4 = Most Preferred. While in-person training was the most preferred training method, this will not be possible at the current time due to COVID-19 restrictions on gatherings and travel. CalTrin will utilize internet-based trainings, which will eliminate the need to travel to attend trainings and reduce the time away from work for travel, addressing some of the training challenges reported in the section above.

Figure 12. Training Preferences

Training Method	Rating
Live, in person instructor-led training	3.3
Live, internet delivered instructor-led training	2.9
Self-paced internet-based learning modules	2.2
Recorded instructor-led training delivered via the internet	1.7

1 = Least Preferred   4 = Most Preferred
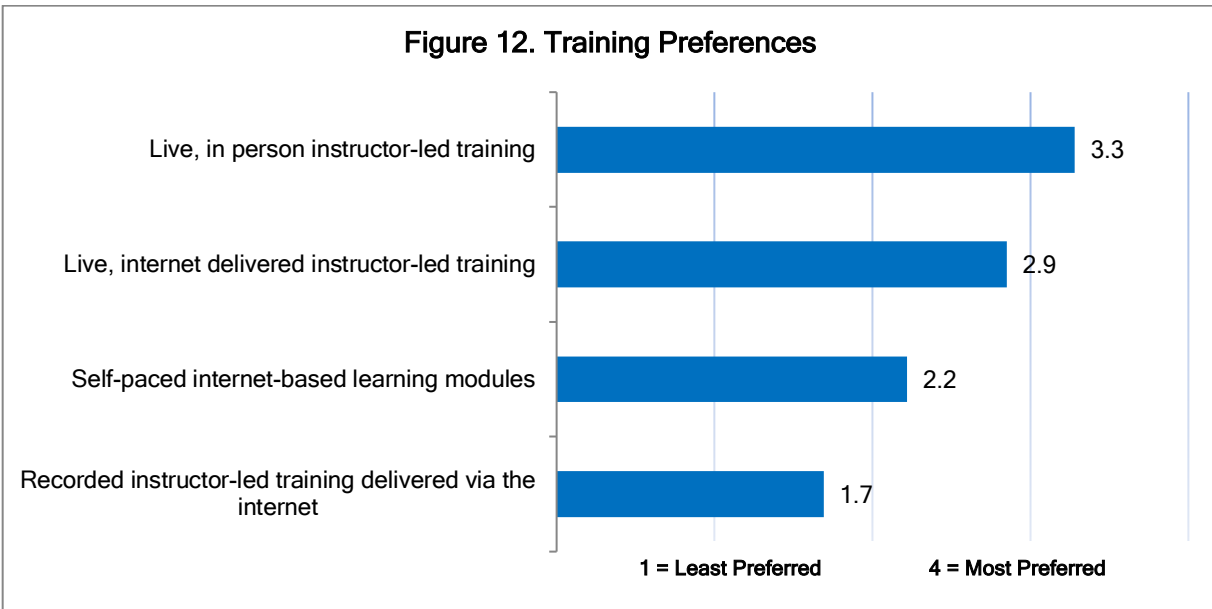
Respondents indicated a strong preference for training that is 1 to 2 hours in length. Respondents who did not indicate a specific preference commented that training length should be dependent on the topic, whether the information is new or refresher content, and whether the training is being offered virtually or in person.

Figure 13. Preferred Training Length

Training Length	Percentage
Very brief - less than 15 minutes	0.0%
Brief - 30 - 40 minutes	2.3%
less than 1 hour	7.0%
1 hour	34.4%
1+ - 2 hours	26.6%
3 - 4 hours	15.6%
5+ hours	5.5%
Other	8.6%

Less than half (45.7%) of respondents indicated that there is a day of the week that is easiest or best for training. Of those that indicated a preference, Wednesdays were most preferred, followed closely by Thursdays and Fridays.

Due to COVID-19, training has moved to a virtual format for the foreseeable future. A series of questions was asked to determine how accessible online training would be for these agencies. More than 90% of respondents indicated that staff have access to computers and adequate bandwidth to complete online training. However, several respondents indicated that part-time or relief staff may not have access to computers for training. While most staff have access to computers, it is less typical for staff to have access to cameras and microphones (71%), potentially decreasing the utility of online training for employees who do not have access to these tools. Private or quiet workspace to participate in an interactive training may also be an issue; while 74% of respondents indicated that there is a quiet space at their agency to complete individual online training, 18% of respondents indicated that they were uncertain or commented that private/quiet space is limited or varies in availability.

As the COVID-19 pandemic winds down, we anticipate an eventual return to some form of in-person training, most likely at the agency level (e.g., training staff from a single organization), and thus asked about space availability. Most respondents (85%) indicated that they have sufficient meeting space for an in-person training for their entire staff, with an additional 10% reporting that they were uncertain or citing limitations due to COVID-19 restrictions. Room capacities and physical distancing will need to be considered for any in-person training, along with state, county, and organization-specific restrictions.

Future Training Interests and Needs

All survey participants, across all agencies and roles, were included in this section.

Preparedness for Current Scope of Work

Almost 92% of respondents reported they usually or always feel qualified for their current scope of work, with just over 8% reporting that they only sometimes or rarely feel qualified. However, respondents viewed their co-workers as slightly less qualified, with just 77% reporting that co-workers are usually or always qualified to handle their work. The majority of respondents (85.5%) felt that more training is needed for employees at their organization.

Rating of Training Topics

For each of the four domains, respondent were asked to identify the most important training and professional development topics from a list of topics.

Evidence-Based or Evidence-Informed Service Delivery Topics

Respondents were asked to choose up to five topics (from a provided list) that they believe are the most important with respect to Evidence-Based or Evidence-Informed Service Delivery. The list below is ranked in order of greatest to least number of ratings.

% of respondents including topic in "Top 5"		
	>50%	Assessment of client needs
	40-50%	Parenting education models – what works to prevent CAN Protective factors 101 and deeper dives Strengthening economic supports Review of evidence-based or -informed service delivery models
	30-40%	Integrating local wisdom into evidence-based practices Program evaluation including tool selection Using data in service planning decisions Prevention of CAN - policies, practices shown to be effective Home visiting models - components shown to work for CAN
	<30%	Screening of clients Modifying EBPs to meet local needs - how much is too much?

Direct Service Delivery skills

Respondents were asked to choose up to 10 topics (from a provided list) that they believe are the most important with respect to Direct Service Delivery Skills. The list below is ranked in order of greatest to least number of ratings.

% of respondents including topic in "Top 10"		
	>50%	Building parental resilience
		Poverty interventions – what do we know works?
		Race and equity
		Addressing ACEs
		Building strong communities
		Cultural competency
	40-50%	Supporting diverse populations
		Substance Abuse 101 and deeper dives on specific topics
	30-39%	Motivational interviewing
		Case management
		Behavioral health 101 and deeper dives on specific topics
		Working with adolescents
		Developing natural supports
		Child development 101
		Incorporating the Protective Factors in your work
		Engaging caregivers
		Incorporating the 4 practice methods (well-being services, growth and development, civic engagement, community building) in your work
		Human centered design
	<30%	Protective factors 101 and deeper dives
		Working with sexual and gender minorities
		Working with teen parents
		COVID related issues
		Tele delivery issues
		Disaster relief case management

Trauma-Informed Systems

Respondents were asked to choose up to five topics (from a provided list) that they believe are the most important with respect to Trauma-Informed Systems. The list below is ranked in order of greatest to least number of ratings.

% of respondents including topic in "Top 5"		
	>50%	Trauma and Parenting Trauma's Effect on Youth, and the Consequences in child care and school settings Secondary Traumatic Stress Turning Compassion Fatigue into Compassion Satisfaction
	40-50%	Workgroup on Trauma-informed Care Organizational Self-Assessment and action plan development
	30-40%	Introduction to Trauma-informed Care Using the Wellness Recovery Action Plan (WRAP) as a tool to heal trauma
	<30%	Reflective supervision Examining issues related to gender and trauma COVID related issues Tele delivery issues

Leadership & Management

Managers and directors were asked to identify their 10 most important training and development needs from the list provided. The topics are presented below in descending order.

% of respondents including these topics in the " Top 10"		Topic (Greatest to Least Agreement on Importance of Topic)
	>50%	Leadership development How to create a culture of learning and continuous improvement Evaluation and outcome measurement Race and equity Cultivating inclusive workplaces
	30-50%	Measuring the impact of FRCs and CAPCs through community engagement evaluation Grant proposal design and writing Facilitating change Roles and responsibilities of management Transition planning Building prevention partnerships Fund development and donor relationships Reflecting on your mission and vision – are they aligned with your activities? Remote staff supervision Staff supervision
	<30%	Costs of child maltreatment Financial management Volunteer recruitment and training Non-profit board development Human resources Scenario planning

Degree of Knowledge/Skill: Self-Report by Supervisors, Managers, and Directors

Supervisors, managers, and directors were asked to report on their knowledge or skills for each of a list of domains on a scale of 1 (No knowledge/skill) to 5 (Full knowledgeable/skills with no/very little development required).

More than 75% of respondents rated the following domains as a 4 (good level of knowledge/skill, with a little development required) or a 5 (fully knowledgeable/skilled with little to no development required in these areas):

> Understanding how to work collaboratively with others to implement changes.
>
> Understanding how to take responsibility and be accountable for actions.

Below are the results for those domains where, overall, participants indicated some level of development would be useful. Domains are listed in order of greatest to least need for development.

Over 50% of respondents rated "Understanding the fundamental principles of change management" a 1, 2, or 3, indicating that the development is needed in this area for many leaders.

% of respondents rating a skill between 1-3 (scale of 5)*	>50%	Understanding the fundamental principles of change management.
	30-50%	Knowing how to successfully manage resistance to changes. Understanding how to influence, inspire and motivate others. Knowing how to inspire and instill accountability within his/her team. Knowing how to delegate tasks appropriately. Knowing how to act as an inspirational role model for other members of team.
	25-30%	Understanding how to communicate a vision that generates enthusiasm and commitment. Knowing how to articulate the organization's strategy and objectives. Knowing how to effectively manage team performance, making tough decisions when required. Understanding how to regularly review individual performance. Understanding how to coach others. Knowing how to mentor others. Understanding how to identify strengths of others.

*1 = No knowledge/skill
2 = A little knowledge/skill; considerable development required
3 = Some knowledge/skill; development required
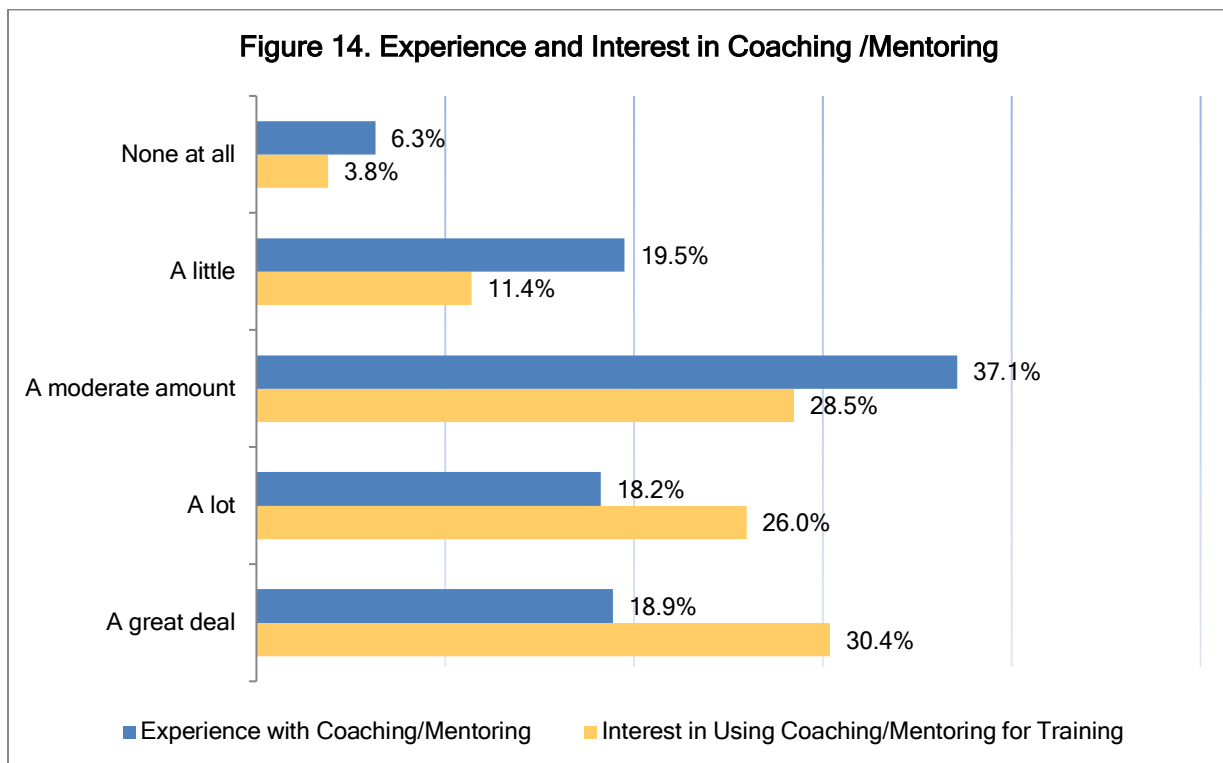
Training Documentation and Certification

Respondents were split on the importance of receiving a certificate of completion, with 30% indicating that this would not be at all important or not so important, and 44% reporting that a certificate is very or extremely important. Respondents who identified as administrative staff, as well as managers and directors, were much less likely than other roles to indicate that a certificate of completion is important. However, supervisors placed the most importance on receiving a certificate of completion.

Slightly less than half (46.9%) of respondents felt that it would be very or extremely important to receive certification or a credential following completion of a series of courses, with a further 30% reporting that this would be somewhat important to them. Managers and directors were again the least likely to identify certification or a credential as very or extremely important, though 36.4% indicated that it is somewhat important. Seventy percent of responding supervisors indicated that this type of certification would be very or extremely important.

Coaching and Mentoring

More than a third of respondents (37%) reported a moderate amount of experience with coaching and mentoring as a training method, and a further 37% reported a lot or a great deal of experience with these training methods.

Well over half of respondents (56.3%) indicated a lot or a great deal of interest in using coaching or mentoring as a training method. An additional 28.5% said that they had a moderate amount of interest in these training modalities.

Figure 14. Experience and Interest in Coaching /Mentoring

	Experience with Coaching/Mentoring	Interest in Using Coaching/Mentoring for Training
None at all	6.3%	3.8%
A little	19.5%	11.4%
A moderate amount	37.1%	28.5%
A lot	18.2%	26.0%
A great deal	18.9%	30.4%

Summary of Target Audience Needs

Following is a summary of the professional development needs of the family strengthening and child abuse prevention organizations in California, as identified during the CalTrin Needs Assessment process.

- Organizational Needs:
    - There are a large number of staff and volunteers across California that need training. The 207 agencies in this survey have over 4,000 staff and this represents only a fraction of the child abuse prevention organizations in the state.
    - There is a diverse range of positions/roles and education levels in the child abuse prevention organizations in California.
        - Managers/leaders are highly educated, with over half holding master's degrees. Training geared for this audience should reflect that level of education.
    - The levels and types of needs within organizations vary depending on organization size and location. In particular, FRCs look quite different by region.
- FRC Specific Needs:
    - Funding and resources are an ongoing issue for FRCs; they need additional information on how to access the variety of available funding streams.
    - Although many FRCs receive funding from First 5 and many families accessing FRCs have young children, FRCs still report a need for greater connections with early childhood education.
    - A large percentage of FRC clients are Latinx/Hispanic, although this varies widely by region of the state. Northern areas of the state serve more White/Caucasian and American Indian or Alaskan Native clients, while the middle of the state is more evenly distributed across racial/ethnic groups.
    - There are major differences by region of the state in the special population groups (e.g., refugee families, LGBTQ populations, children with special health care needs, etc.) being served by FRCs–training is needed on how to best support these populations.
- Training Purpose:
    - Both new and experienced workers need training, with orientation of new staff an ongoing need for many organizations.
        - Provision of consistent orientation programs over time is needed to ensure that all staff have the same basic level of knowledge.
        - Professional education programs should support staff members hired from the local community who may have less formal education but have essential skills and knowledge.
    - The target audience already has a culture of learning which needs to be supported and expanded.
- Training Topics:
    - Respondents identified a wide variety of training topic priorities in each of the four domains (Evidence-Based/Evidence-Informed Service; Direct Service Delivery Skills; Trauma-Informed Systems, and Management & Leadership).

- o Change management was identified as a significant area of development for supervisors, managers, and leaders.

- Training Structure:

  - o Training needs to fit within organizations' work/productivity demands, budget, and technology resources in order to be readily accessible.

  - o Trainings need to be relevant, interactive, engaging, offer opportunities for practice, and provide tools and strategies applicable to daily work.

  - o There is a clear preference for live trainings of 1 to 2 hour duration, either in person or internet delivered.

  - o Job shadowing was identified as a best practice training tool that needs more attention.

  - o There is a lot of interest in coaching and mentoring as a training method.

- Training Supports:

  - o Internet access is available for distance learning, and most staff have access to web cams and headsets.

    - ▪ Private or quiet office space to participate in an interactive training was a concern in some organizations.

    - ▪ Most organizations have access to space to provide in-person training on site, when this becomes permissible again.

  - o Respondents were split on the value of certificates of completion for attending training and certification or a credential after attending a training series.

- Evaluation and Outcomes:

  - o Organizations need assistance and support to build capacity for efficient and effective data collection and evaluation.

  - o Training on outcomes and evaluation should build on existing data collection tools, as most organizations are already collecting measures.

  - o Need to support the identification and implementation of appropriate measures, where measures are not currently being used, and ensure that the measures used align with the service delivery standard and/or framework for the organization or program.

  - o Need consistent data collection of demographics, service delivery, and outcomes across organizations so that data and results can be aggregated to provide additional support for the child abuse prevention efforts at a system level.

CalTrin Professional Education Plan

To address the needs of FRCs, CAPCs, and other child abuse prevention-focused agencies identified during the CalTrin Needs Assessment process, CalTrin will:

- Offer trainings and professional development on a regular basis, building to a point where live offerings are available each week and courses in the Learning Management System (LMS) are available 24 hours a day.

    o While it is clear that there is still a strong preference for in-person training, expectations for how training is delivered, as well as the tools to successfully deliver training, have evolved swiftly over the last year. CalTrin will invest in building a model which combines potential in-person training opportunities with live webinars and on-demand modules within a Learning Management System. This robust approach both acknowledges the realities of the COVID-19 pandemic, but also addresses other training barriers cited by survey participants, such as finding time for training and identifying high-quality training that is accessible to teams across a geographically vast state.

    o All training will be conducted virtually, until such time as in-person training and travel can be safely done, at which point CalTrin will consider which offerings to transition to an in-person format.

    o Training and development will be available for all four CalTrin domains: Evidence-Based/Evidence-Informed Service, Direct Service Delivery Skills, Trauma-Informed Systems, and Management & Leadership; and tailored to identified areas of greatest importance or need for skill development within each area. Training will be interactive and engaging, offer opportunities for practice, and will be relevant and easily adaptable to the participants' work.

    o When possible, CalTrin will utilize existing trainings that have been evaluated and shown to be effective. CalTrin will modify trainings when necessary to meet state or local needs.

    o Trainings will be available perpetually via recording, with most also incorporated into the LMS in an interactive format.

    o Most training events will have a duration of 1 to 2 hours. CalTrin will also introduce learners to evidence-based concepts, such as microlearning and training boosters, which may be particularly well suited to the needs of direct service delivery staff, and will contribute to training accessibility and efficient staffing.

    o The use of virtual trainings and the LMS will reduce travel and out-of-office time required for in-person training, reducing costs for participant organizations.

- Offer courses that address the needs of both new staff and experienced workers.

    o Training will be leveled to meet staff training needs across roles and career paths. This is critical for both organizations with a great deal of stability, to provide opportunities for growth, development, and collaboration, as well as for those agencies with higher turnover, which would benefit from programs supporting consistent onboarding and competency frameworks.

    o Each training will consider how the material can be applied in work settings, as well as how it connects to the core concepts of family strengthening and engagement.

    o Live core/baseline training will be available on a periodic basis and include:

- - Protective Factors training based on the CSSP framework and targeted at new staff.

    - The nationally-adopted *Standards of Quality for Family Strengthening & Support*, as a certification training for both managers and front line staff.

    - Child Abuse Prevention Council (CAPC) Best Practice guidelines.

  - Most courses will provide pre-read materials or activities, as well as resources for a deep dive after the training.

  - Most courses and their associated materials will be stored in the Learning Management System (LMS), allowing CalTrin to track what courses are most accessed and better assess the need for new and revised trainings.

  - Boosters or reminders that ask attendees to reflect and act on what they learned will be provided after most trainings, with a typical schedule of boosters being delivered two days, two weeks, and two months after the training. In some cases, boosters will be accompanied by evaluation.

- Clearly identify training targeted at managers and leaders and, in some cases, restrict these trainings to ensure an appropriate audience.

  - Initial Management & Leadership training topics will focus on the areas of greatest importance as identified in the CalTrin survey: General leadership development; Creating a culture of learning and continuous improvement; Evaluation and outcome measurement; Race and equity issues; and Cultivating inclusive workplaces.

  - CalTrin's target audience is a potential resource in collaborative learning, with many indicating experience with coaching and mentoring, and a strong interest in further using these approaches for training.

  - CalTrin will establish a mentoring program, where new directors are paired with experienced directors from a similar county/organization, as well as provide management and leadership trainings on core/baseline skills.

  - Other key training topics will include:

    - How to use job shadowing as a training tool.

    - How to incorporate those with lived experience in the workforce, as well as in advisory capacities.

    - How to manage change within the organization, as well as how to leverage different funding streams.

    - Succession/transition planning to ensure sustained effect beyond current leadership.

- Offer training and support on a variety of evaluation-related topics, tailored for organizations at various stages of evaluation.

  - Areas of focus will include identifying and implementing appropriate measures, collecting and interpreting data, and reporting outcomes.

- Offer certificates of completion to all attendees.

- Further explore the potential to offer and/or develop credentialing programs, to ensure that this type of program provides structured, stepwise instruction for participants, and communicates the knowledge, skills, and abilities gained to employers.

- Publicize all trainings on the CalTrin website, via social media, and in the *CalTrin Connect* email newsletter.

- Prioritize California-based attendees for the first two weeks that registration is open for capacity restricted events. Online events are essentially open to anyone, but our target audience is those in California.

- Support all California organizations, large and small, while recognizing that smaller organizations, as well as those in rural areas, may be less able to offer their own internal training and need more support and training from CalTrin. Organization- and/or region-focused training will be offered when needed.

- Conduct ongoing, periodic outreach to FRCs and CAPCs to better identify their needs over time.

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Appendix A. Program Advisory Committee Members

1. Regional Family Resource Center and Child Abuse Prevention Council Representatives
    a. Bay Area
        i. Napa: Jenny Ocon - UpValley Family Centers of Napa County
        ii. Santa Cruz:
            1. Paola Fernandez - Community Action Board of Santa Cruz
            2. Sophia Sanfilippo - Community Action Board of Santa Cruz
        iii. Solano: Melvinia King - Fighting Back Partnership
        iv. Sonoma: Marta Tilling - Community Action Partnership of Sonoma
    b. Central
        i. Kern: Freddy Hernandez - Community Action Partnership of Kern
        ii. San Luis Obispo: Lisa Fraser - Center for Family Strengthening
        iii. Tulare: Anita Ortiz - Tulare County Health & Human Services Agency
    c. Mountain Valley
        i. Sacramento: Sheila Boxley – The Child Abuse Prevention Center
        ii. Sutter: Paula Kearns - Sutter County Health & Human Services Agency
    d. Northern
        i. Colusa: Carissa Bowers - Community Advocates for Parents and Children
        ii. Humboldt: Cindy Sutcliffe - Humboldt County Child Abuse Prevention Coordinating Council
    e. Southern
        i. Orange:
            1. Rita Garcia - Community Action Partnership of Orange County
            2. Ronald E. Brown – Children's Bureau
2. California Family Resource Association (CFRA)/ California Family Strengthening Network (CFSN) Representatives
    a. Merritt Beckett
    b. Debbie Comstock
3. Strategies TA Representatives
    a. Sara La Croix
    b. Michael Williams
4. Other Key Child Abuse Prevention Stakeholders
    a. Judi Sherman
5. Office of Child Abuse Prevention (OCAP) Staff
    a. Marja Sainio
    b. Angela Ponivas
    c. Ruben Urzua
6. CalTrin Staff
    a. John Landsverk
    b. Jennifer Rolls Reutz
    c. Charles Wilson