

REIMAGINING PREVENTION: LEADING THROUGH CHANGE

05/03/2022



Housekeeping



Recording

This presentation is being recorded.



Slides

Access the presentation slides now!

The link can be found in the CHAT.



Email

A follow-up email will be sent to all participants within 3 days of this webinar.



Survey

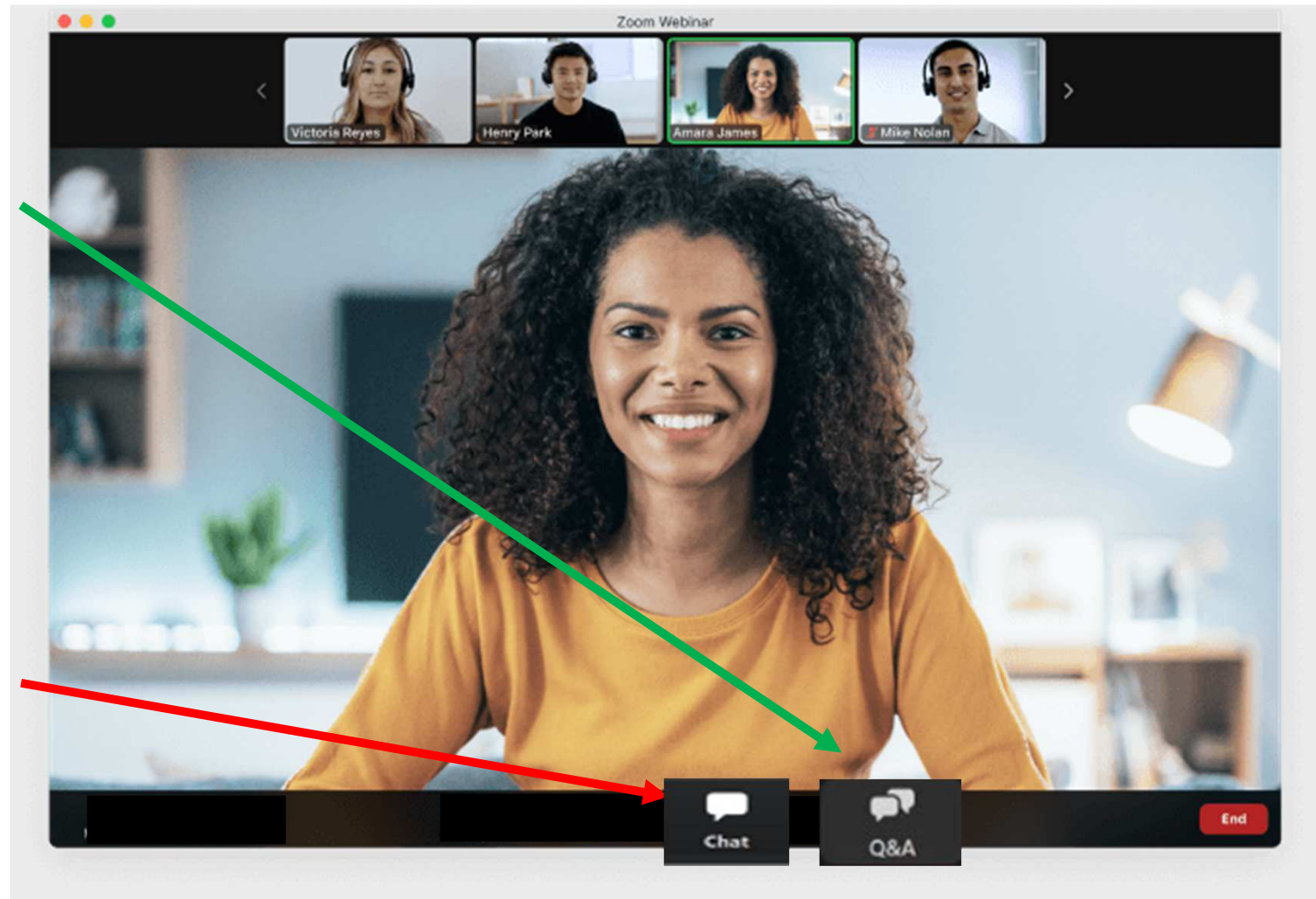
Please complete a brief survey at the end of this webinar.

Questions for the speaker?

Q&A allows you to ask the speaker questions, which will be answered at a designated time.

Need help or just want to share a thought with the crowd?

The **CHAT** box will allow you to chat with other participants and support staff.



ABOUT THE REIMAGINING PREVENTION WEBINAR SERIES

MOVING UPSTREAM TO SUPPORT AND
PROMOTE CHILD AND FAMILY WELL-BEING

CDSS CALIFORNIA
DEPARTMENT OF
SOCIAL SERVICES

Safety, Prevention and Early
Intervention Branch



THE GOAL OF THE REIMAGINING PREVENTION SERIES

Our goal is that prevention and family strengthening initiatives and approaches that are currently being implemented in silos will now be implemented across all disciplines and levels, from direct service caseworkers and providers to leaders.

- Share CDSS' larger vision for safety, prevention, and early intervention for California.
- Impact change by teaching common principles across diverse agencies through webinars and learning conversations.
- Lift the importance of equity and community engagement as foundational prevention principles.
- Give guidance on new initiatives that move services upstream to support and strengthen families.
- Promote a continuum of care for children, youth, mothers, fathers, and caregivers.



OVERVIEW OF THE REIMAGINING PREVENTION WEBINAR SERIES

The Reimagining Prevention Webinar Series is centered around:

- *Assembly Bill 153* comprehensive planning,
- moving upstream towards primary prevention,
- change management to support successful, sustained implementation, and
- community engagement that fosters innovative, collaborative prevention efforts across all systems in California.



The Partners



The mission of the California Department of Social Services **is to serve, aid and protect needy and vulnerable children and adults** in ways that strengthen and preserve families, encourage personal responsibility and foster independence.



The mission of the California Department of Health Care Services (DHCS) is to **provide Californians with access to affordable, integrated, high-quality health care** including medical, dental, mental health, substance use treatment services and long-term care.



Strategies TA supports county child welfare systems and Child Abuse Prevention Councils by **providing technical assistance focused on building statewide long-term solutions** that are research-driven, trauma-informed, and community-focused.



CalTrin **provides professional development and extended learning opportunities** for staff of family resource centers, child abuse prevention councils, and other child and family-serving organizations.

CALIFORNIA

Regions Map





WHAT IS YOUR ROLE?

TODAY'S WEBINAR:

REIMAGINING PREVENTION: LEADING THROUGH CHANGE

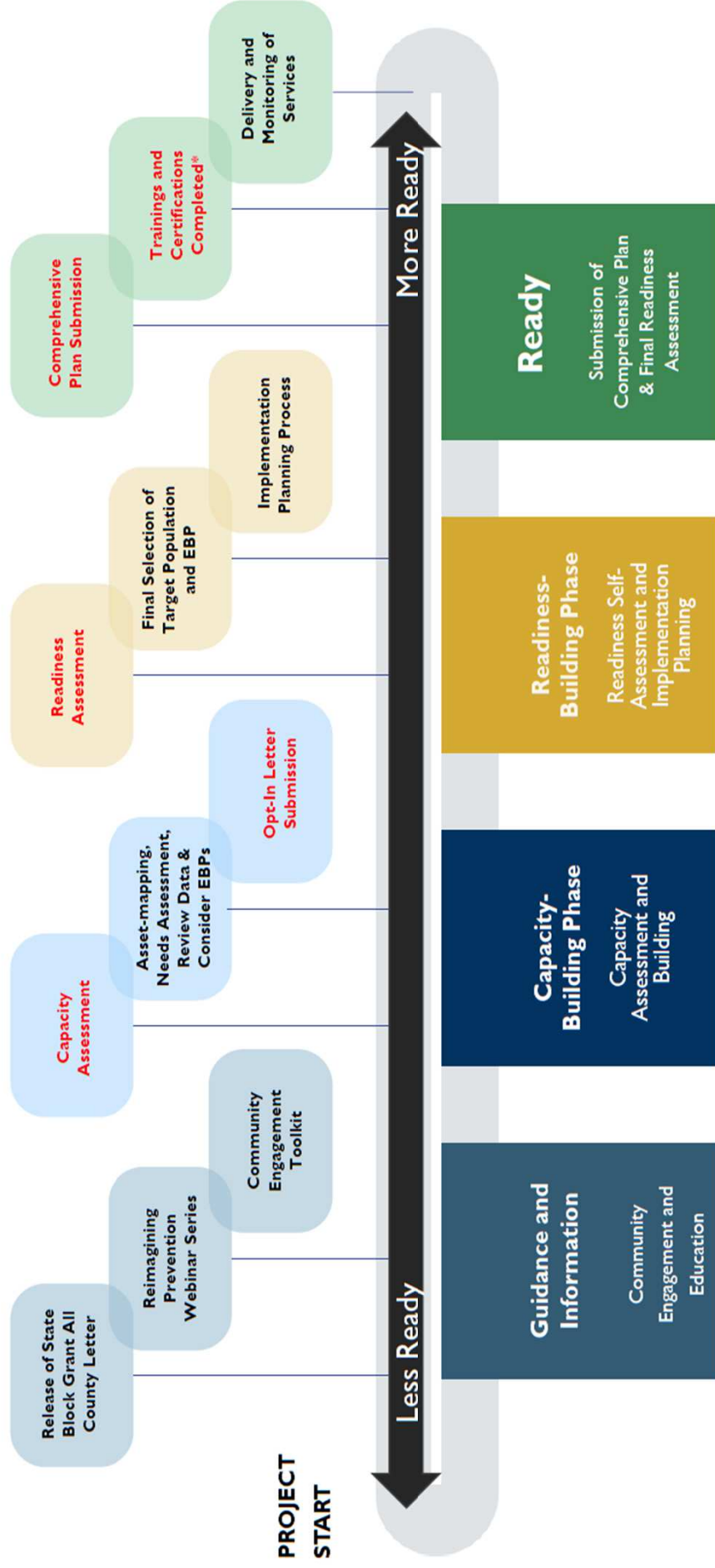
05/03/2022

CDSS CALIFORNIA
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ROADMAP FOR COMPREHENSIVE PLANNING & IMPLEMENTATION



ALL COUNTY LETTER (ACL 22-23)

CROSS-SECTOR COLLABORATION IN THE DEVELOPMENT OF THE COMPREHENSIVE PREVENTION PLAN

Cross Sector Collaboration

In accordance with [WIC §16585\(b\)\(4\)](#) and [WIC §16587](#), counties opting into the FFPS program are required to collaborate with cross sector partners or entities to meet the needs of children, youth, parents, families, and communities. The process for cross sector collaboration in the development of the CPP, as specified in [WIC §16588](#), must be documented, as well as how such partners will be consulted for ongoing monitoring and continuous improvement of the program. Local Title IV-E agencies are encouraged to engage their [AB 2083](#) System of Care partners. Counties can also leverage existing committees provided they meet the requirements of the FFPS program. Cross sector partners may vary by community, but at a minimum, must include representation from the child welfare agency, probation department, behavioral health agency, local Office of Education, community-based service providers, family resource centers, local Child Abuse Prevention Council, and those with lived experience (parents and youth).

Additionally, counties must engage and invite Indian Tribes to participate or develop a process to engage Indian Tribes in the development of the CPP in accordance with [WIC §16587](#). Counties must also ensure that individuals and families with lived experience, particularly those disproportionately impacted by the child welfare system, are consulted in the development of the plan. Barriers to engagement with any of these required entities or individuals must be documented in detail in the plan.

As an outgrowth of this multi-agency planning, with the implementation of [AB 2083](#) and the development of Memorandum of Understandings (MOUs), local Title IV-E agencies are strongly encouraged to incorporate comprehensive prevention implementation in their [AB 2083](#) MOUs and Interagency Leadership Teams. The work to coordinate the inclusion of comprehensive prevention planning and services into the System of Care is a thoughtful and forward-thinking approach that CDSS supports. To the extent that this group already includes membership that is necessary for cross sector collaboration, few entities would need to be added to meet the requirements of the FFPS program and would more seamlessly ensure quality community planning.

3-PART CHANGE MANAGEMENT SERIES



EXPLORING A PREVENTION MINDSET
04/19/2022



LEADING THROUGH CHANGE
05/03/2022



CULTIVATING COMMITMENT
05/17/2022

ACTIVITY



AGENDA



Review J-Curve Change
Theory Model



Explore Team
Development Model



Next Steps
and Tools

What word comes to mind when you think of a change?

Click link in chat
Or scan QR code



J-CURVE CHANGE THEORY

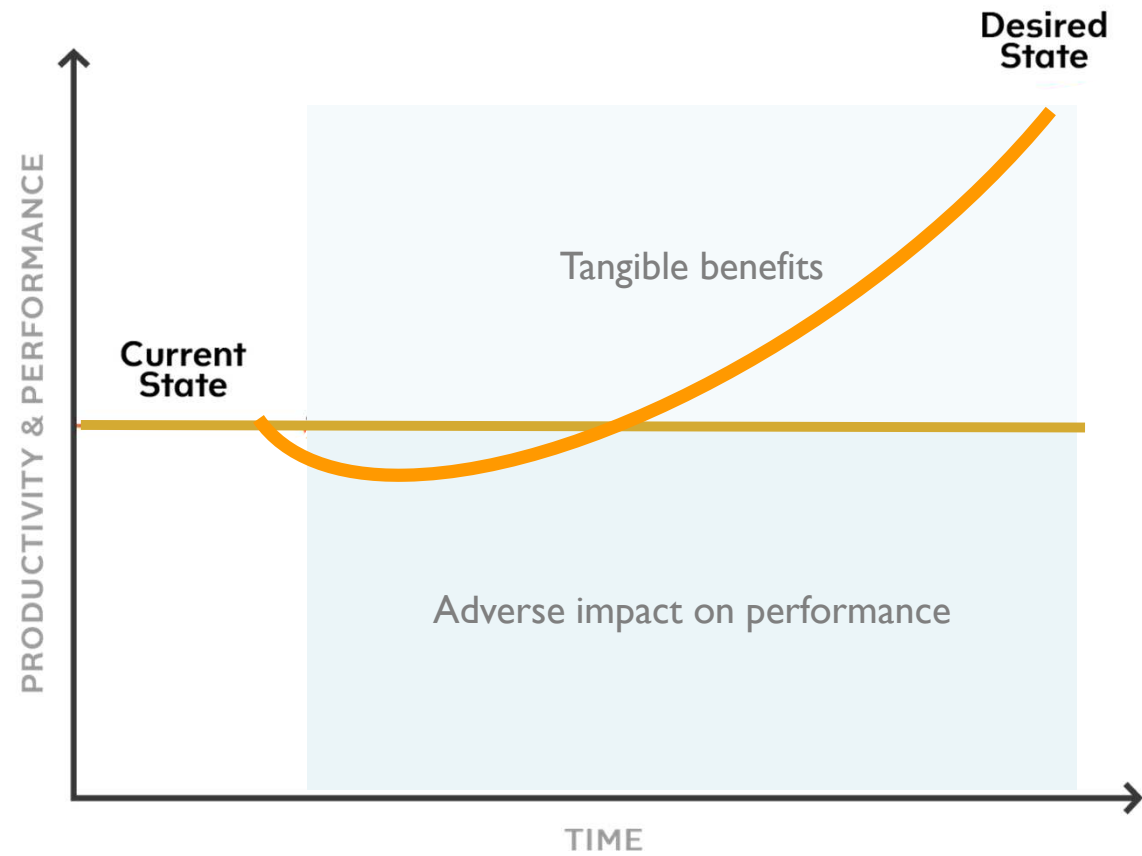


ORIGINS



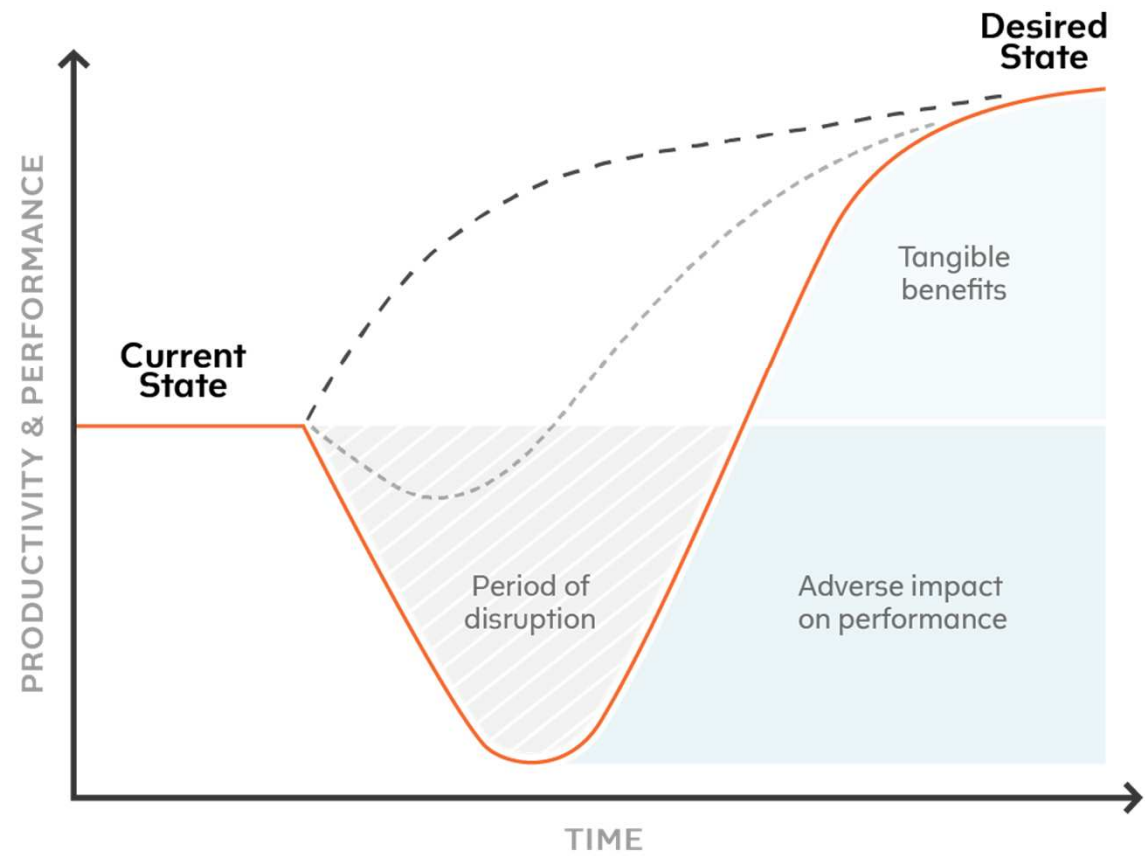
- 1969 Elizabeth Kubler-Ross identified 5 stages of grief that did not follow a linear path.
- Model used in many industries, began to grow in popularity and interest when applied to change management
- Discusses the path that an individual, team or organization takes in the face and process of a new process or change

What the J-Curve is NOT



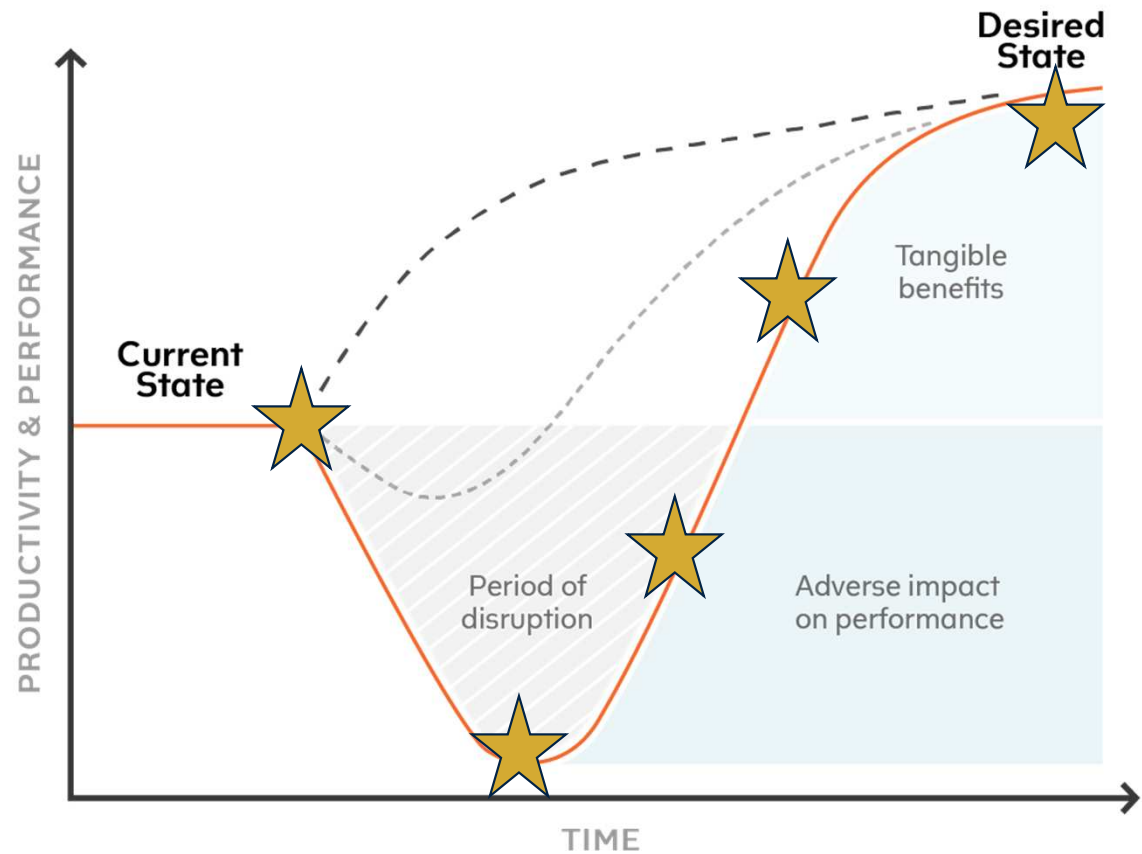
The J-Curve

- Describes the process of change implementation



The J-Curve

- **Stage 1: The Change**
- **Stage 2: Doubt**
- **Stage 3: Acceptance**
- **Stage 4: Experimentation**
- **Stage 5: Integration**



IMPORTANT NOTES...

- Everyone on the team experiences change differently
- Everyone on the team has a mission-critical role for supporting a successful change



J-CURVE KEY TAKEAWAYS

- J-Curve is a process which impacts each individually differently
- Helping individuals understand their unique role through the change process helps them view how mission-critical their participation is in the process.
- The purpose is not to avoid resistance to change, it's to manage the resistance we feel



TUCKMAN'S THEORY OF GROUP DEVELOPMENT



TUCKMAN'S THEORY OF GROUP DEVELOPMENT



- Based on observations of group behavior in different settings
- Describes the different phases groups need to go through to grow as a team.
- Stages represent the necessary and inevitable stages from facing challenges, tackling problems, finding solutions and planning work to ultimately delivering results as a team.

I. FORMING

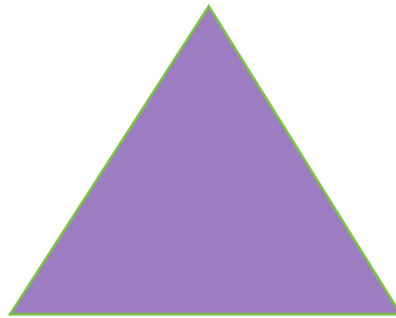
- Groups are newly formed
- Unclear purpose; group members getting to know each other through socialization
- Strong guidance is needed to clearly define tasks for group and individuals.
- **Goal:** Setting a clear and shared vision; get to know each other



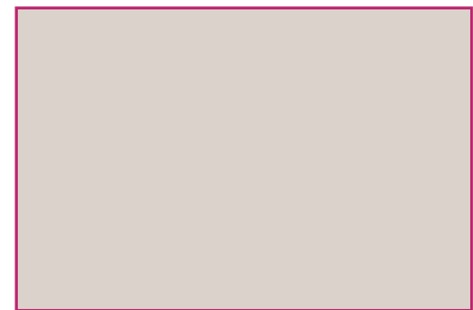
CHOOSE A SHAPE THAT REPRESENTS YOU AT WORK



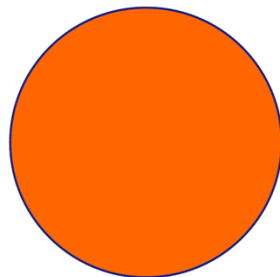
Box (Square)



Triangle



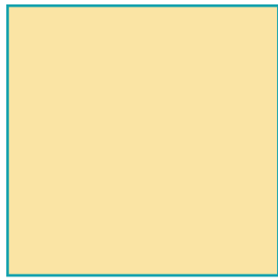
Rectangle



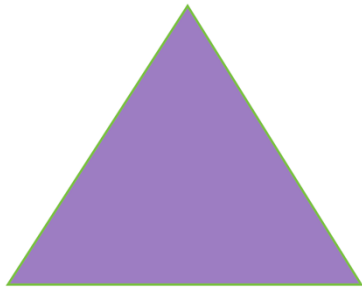
Circle



Squiggle



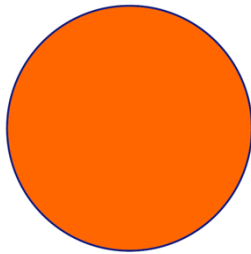
Box (Square)



Triangle



Rectangle



Circle



Squiggle

Box (Square): Hard worker, dependable, detail-oriented, collector of data, likes to work independently

Triangle: Upwardly mobile, shows leadership qualities, energetic, task and results oriented

Rectangle: A shape in transition, can't decide what shape it wants to be, explorer, risk-taker

Circle: Interested in harmony, wants people to feel good about themselves, nurturer, people pleaser

Squiggle: Innovative, unique, can be a bit disorganized, multi-tasker, likes several things going at once.

Based on your shape profile, what challenges and strengths might you experience throughout the change process?

I. FORMING ACTIVITY

- What type of forming activities would help your cross-sector teams?



I. FORMING ACTIVITY

- What type of forming activities would help your cross-sector teams?
 - Vision setting
 - Formal introductions
 - Directory



2. STORMING



- Group members are resisting the change process, lack participation, experiencing differences of feelings or opinions
- Giving/receiving feedback; encouragement
- **Goal:** Problem-resolution and empowerment

2. STORMING ACTIVITY



- What challenges might you experience through the process of developing the Comprehensive Prevention Plan as a County group?

2. STORMING ACTIVITY



- What resources are available to help navigate your challenges?
 - Contact for FFPSA Prevention Services (Part I) questions: ffpsapreventionservices@dss.ca.gov
 - Technical Assistance

3. NORMING

- Group members find rhythm and alignment; cohesion
- Purpose and goals are well understood
- Individual and group recognition
- Providing meaningful learning and development opportunities



3. NORMING ACTIVITIES

- Subcommittees are formed
- Regularly scheduled meetings with intentional agendas
- Working with cross-sector partners across the County
- Shared communication platform
- Positive and productive dialogue



4. PERFORMING



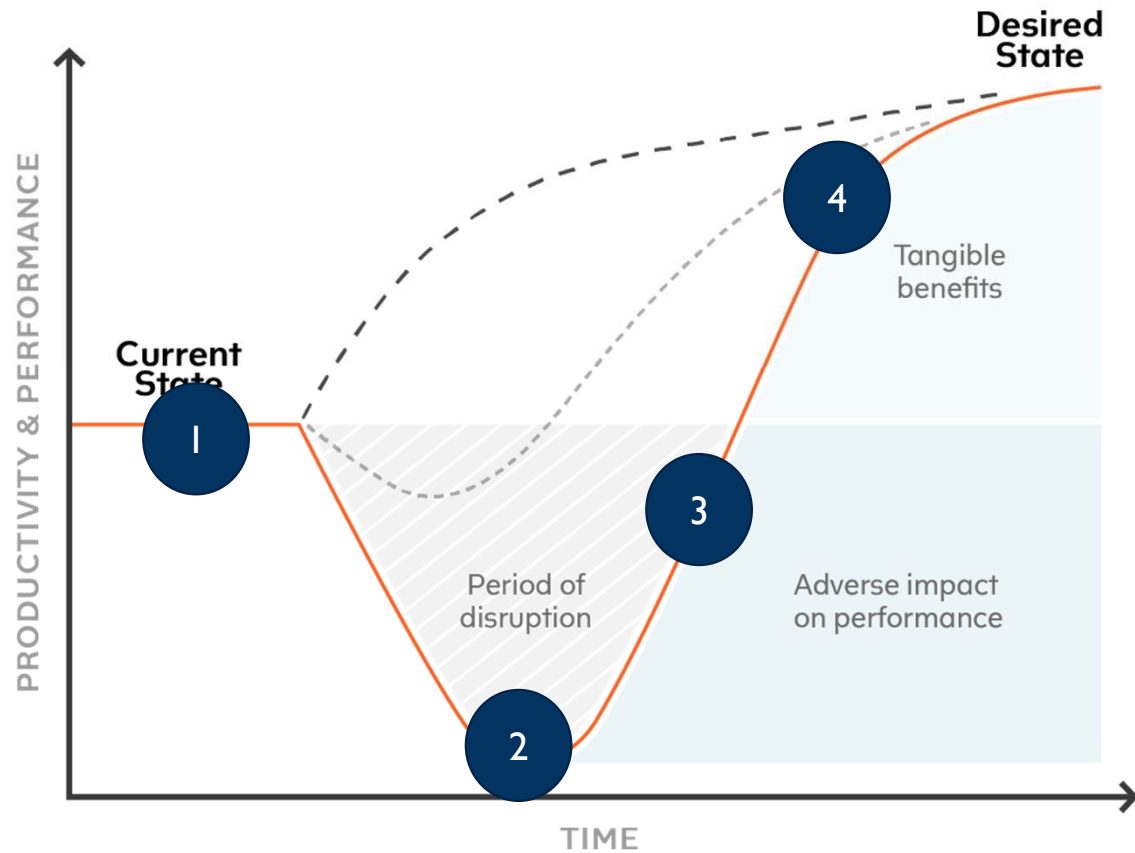
- High productivity; confident and effective group members able to work with little/no direction or oversight
- Encourage decision-making and problem-solving

4. PERFORMING ACTIVITY



- **S**trengths: What is going well? What are the strengths of the group members?
- **W**eaknesses: What could be improved? Identify knowledge or resource gaps.
- **O**pportunities: What meaningful opportunities and resources are available? What are your goals?
- **T**hreats: Think about things that, if they were different, would help you move closer to achieving your goals. What are they?

The J-Curve



A) Storming

B) Performing

C) Norming

D) Forming



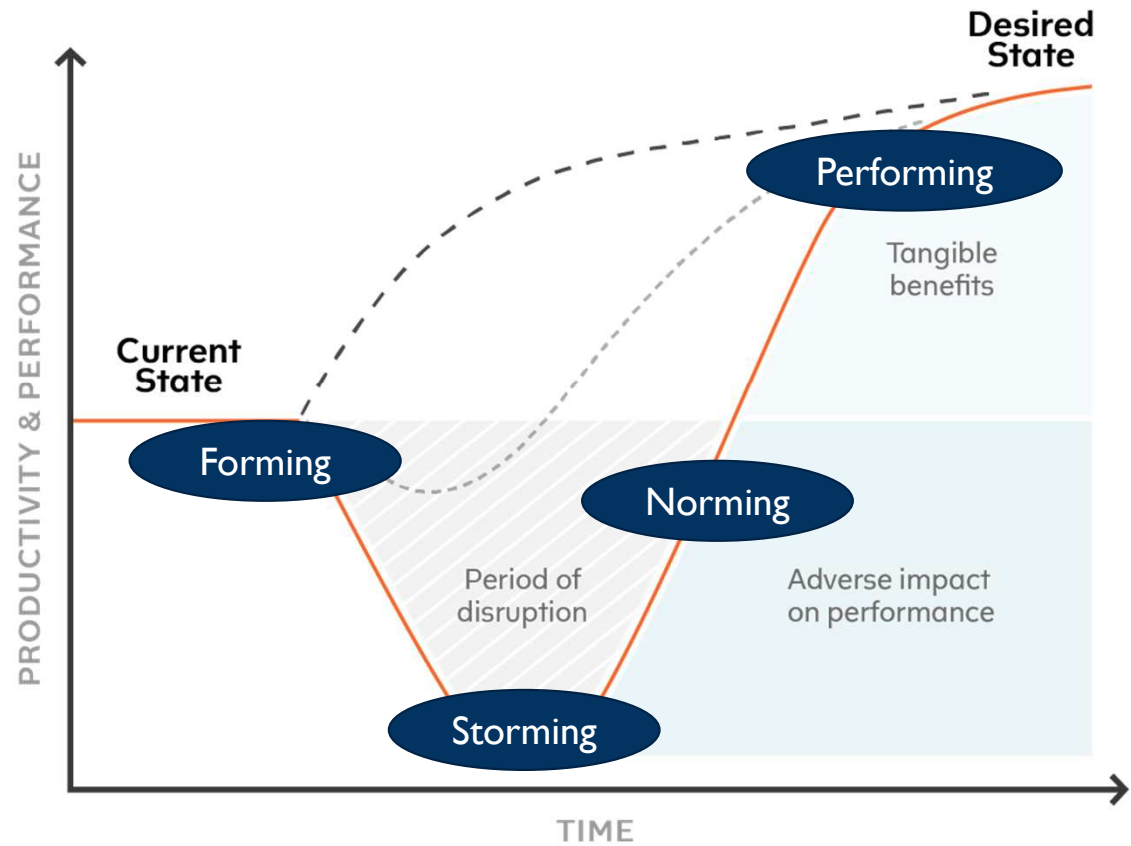


THE PATH FORWARD

NEXT STEPS & TOOLS

WHERE ARE YOU NOW?

The J-Curve

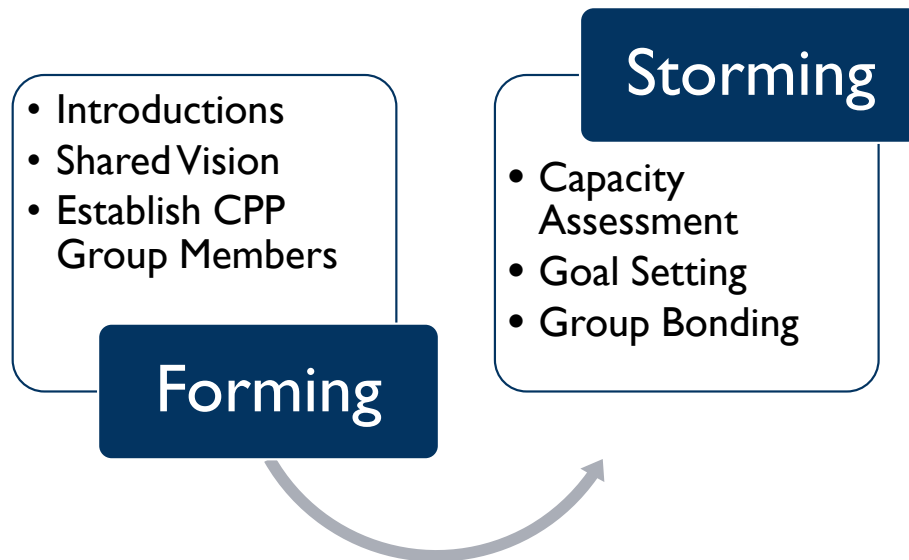


ACTION PLAN

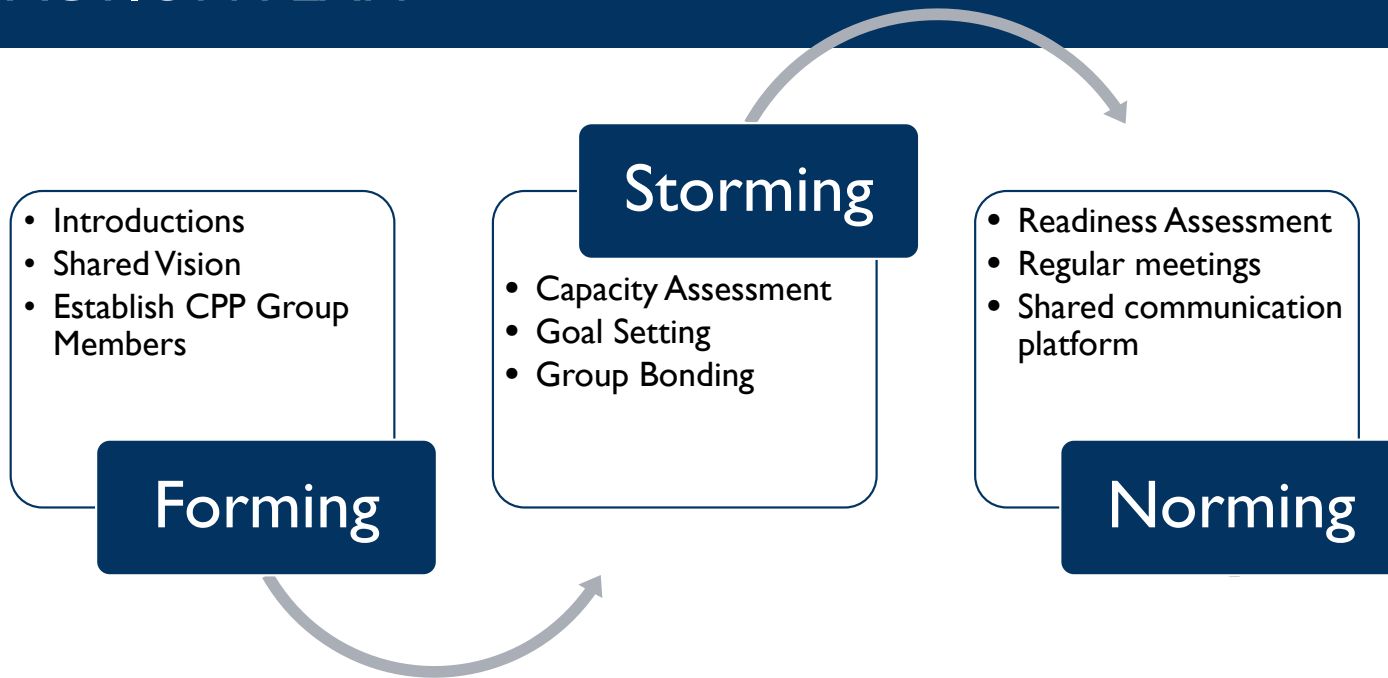
- Introductions
- Shared Vision
- Establish CPP Group Members

Forming

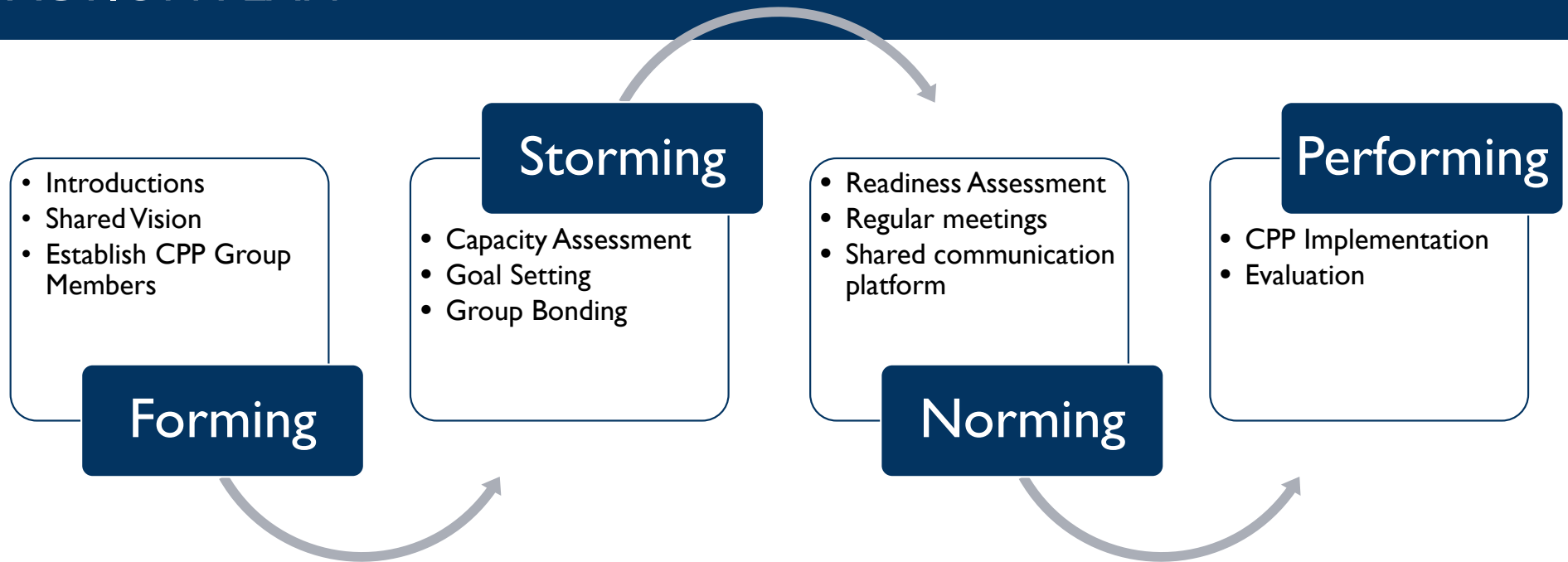
ACTION PLAN



ACTION PLAN



ACTION PLAN



NEXT STEPS AND RESOURCES

- What do you already know about primary prevention? Where would you go to learn more?
 - CDSS, Strategies TA, CalTrin, CSSP, CTFA, CDC
- Next Steps & Tools
 - Capacity Building Assessment
 - Collective Impact Community Engagement Tool Kit
 - Data Playbook
 - Readiness Assessment (Coming Soon)
 - Who is your local prevention planning team and/or CAPC?
 - Contact for FFPSA Prevention Services (Part I) questions: ffpsapreventionservices@dss.ca.gov
 - Center for State: change and implementation (assessment)
 - <https://capacity.childwelfare.gov/states/resources/theory-of-change>



UPCOMING WEBINARS

05/10 The Collective Impact Community Engagement Toolkit

05/17 Cultivating Commitment

05/19 Roadmap for Comprehensive Prevention Planning: Follow-up Clinic

What's Next

- Survey link in the chat
- Webinar materials in follow-up email in the next 3 days
- Register for the next event



OCAP website:

www.cdss.ca.gov/inforesources/ocap

FFPSA information:

www.cdss.ca.gov/inforesources/ffpsa

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www.CalTrin.org

caltrin.link/Reimagining_Prevention

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