



## CFPM TRAINING AND COACHING: BEST PRACTICES AND LESSONS LEARNED

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Research tells us that training and coaching together make a difference as staff needs coaching to support application of what is learned in training to real-world actions, interactions, and behaviors. Coaching ensures everyone works consistently toward the same outcomes and helps the system align around a new practice and build an organizational culture of learning, continuous development, and improvement. Each jurisdiction implementing the CFPM handles training and coaching of the Practice Model locally. It is important that leadership and community partners play roles in training and coaching based on local context, opportunities, and needs. CFPM leadership has a role in overview training for the Practice Model, acting as visible and credible messengers about the agency's commitment to work with community partners and to achieve the shared goals and outcomes that the agency and community developed together. Community partners have also been key messengers during practice model training, communicating to trainees that the Practice Model defines interactions that families and their communities want to experience in interactions with the child welfare agency to improve outcomes for children and families.

Teaming between agency and community partners in developing and delivering local training and coaching is essential. Depending on the background, knowledge, and experience of local community partners, they may become developers and/or delivers of local training; provide coaching to staff in applying the practice with diverse families; work with system leaders to embed partnership, culture, and humility in their behaviors and system processes; work with agency supervisors to build their capacity to coach staff in culturally relevant ways; participate in practice model training sessions; and/or provide cultural and community knowledge and perspective during various training topics and activities.

Providing coaching support at all levels of the agency is a much more challenging and adaptive process. While early implementing agencies identified part-time resources for coaching, these resources could not address the significant need for ongoing support as more and more staff were trained and coming up against challenges and areas in which the system was not aligned with and supportive of the practice. The key learning across implementing sites was that coaching support needed to be integrated into supervisory relationships, interactions, and meetings. This meant that supervisors, managers, and executive leaders not only needed to become proficient in providing practice model coaching and support to those under them, they first needed opportunities to learn and practice general coaching skills (i.e., inquiry, active listening and reflection, positive and constructive feedback, use of modeling, and behavioral rehearsals).

Implementing sites began sending their supervisors, managers, and executive leaders to coaching institutes or brought coaching academies in-house to learn about and practice competent coaching. With developing skill as competent coaches, supervisors, managers, and executive leadership were trained and began to develop fluency in the Practice Model so they could learn how to provide "coaching to competence" in the Practice Model. Core to CFPM training and coaching is a behaviorally

### ***Three Goals of CFPM Coaching***

***Competent Coaching:*** Creating a positive and productive coaching relationship

***Coaching for Competence:*** Building competency and skill at all levels of the agency in consistent and effective use of the CFPM in diverse cultures, communities, and job roles and functions

***Strengthening System Supports:*** Assisting in creating an aligned system that effectively reflects and supports the CFPM

focused approach supporting consistent, effective, and culturally responsive use of the practice approach and behaviors in the model so that interactions with children, families, communities, and Tribes—from service providers, social workers, and case aides to leadership and administration—reflect high-fidelity use of the Practice Model and an organizational culture of partnership, shared learning, and continuous development and improvement. The four elements of CFPM training and coaching that has guided local training and coaching plans are outlined below.

#### **FOUR ELEMENTS OF CFPM TRAINING & COACHING**

- **Family Centered**—Supports the agency and its staff and partners to lift up child and family voice and to partner with families, communities, and Tribes to meet the underlying needs of children and families
- **Culturally Responsive and Specific**—Supports the agency and its staff to demonstrate partnership and cultural humility in all interactions and to integrate culturally responsive, individualized services and supports for the children and families being served
- **Developmental and Reflective**—Supports an agency culture of giving and receiving positive and developmental feedback and strengthens self-reflection and skill in applying the Practice Model
- **Results Oriented**—Supports the agency and its staff and partners to collect and use data to support decision making and fidelity and to improve the experience and outcomes of children and their families

Implementing jurisdictions that trained supervisors, managers, or executive leaders in the Practice Model at the same time as social workers found it hard to gain implementation momentum, support staff in transfer of learning to the field, and build system-wide ownership and spread of the Practice Model. This dynamic did not change until the jurisdiction made a targeted effort to train supervisors, managers, and executive leadership in the Practice Model and intentionally build their capacity in providing coaching and/or support of the Practice Model. Once all levels were galvanized around the CFPM and began to support coaching and system alignment to the Practice Model, implementing sites recognized a need for coaching support for executive leaders. This need was generally met by respected agency and community partners who had local cultural and community perspective and wisdom, were fluent in the Practice Model, and were knowledgeable about child welfare systems. Executive leaders across implementing sites found this support critical in strengthening their use of CFPM leadership behaviors; building greater cultural responsiveness and practice model alignment within their agency teaming structures, business processes, and systems; and developing and supporting executive leaders in their coaching role with their direct reports.

Once implementing sites established an environment in the agency conducive to the Practice Model and had developed training and coaching plans, resources, and initial capacity, they began training several social work units (between 10-20 staff) every few months and ensuring that coaching support began immediately following training. By training small cohorts every few months, agency and community partners were able to test and refine training and coaching curricula and plans and to increase coaching capacity and support for more social work units. Some sites maintained this cohort size for ongoing practice model training, while others eventually increased the number of staff being trained to 30-35 trainees per session. While most jurisdictions trained workers by units, one jurisdiction had a workforce action occurring just as it was gearing up for training the first units, and it became apparent that a strike was imminent. Given the morale of agency staff, the jurisdiction decided to ask for volunteers to be in the first units trained, in order to surface those in the organization with the greatest

readiness and motivation. Both approaches for identifying the first cohorts to be trained worked well. Below is a sample training rollout plan for an implementing jurisdiction.

### Sample Training Rollout Plan

SAMPLE SCHEDULE FOR PHASED PRACTICE MODEL IMPLEMENTATION											
County/Office	May '12	July '12	Sep '12	Nov '12	Jan '13	Mar '13	May '13	July '13	Sep '13	Nov '13	
Wexler County/ Region 1	Units 1,2	Units 3-5	Units 6-8	Units 9-11	Units 12-14	Units 15,16					
Wexler County/ Region 2	Units 1-3	Units 4-6	Units 7-9	Units 10-12	Units 13-15	Units 16-18	Units 19-21	Units 22-24			
Wexler County/ Region 3	Units 1-3	Units 4-6	Units 7-9	Units 10-12	Units 13-15	Units 16-18	Units 19,20	Units 21-23	Units 24-26	Units 27-30	
<b>Total Units Using the Practice Model</b>	8	17	26	35	44	52	57	63	66	70	

A synthesis of the training and coaching approaches and lessons learned of implementing sites resulted in the CFPM Training Resources (e.g., CFPM General Learning Approach and Overview Facilitator Manual, CFPM Overview PowerPoint, CFPM Module Series Facilitator Guide, CFPM Module Series PowerPoint) and CFPM Coaching Guide posted on the Capacity Building page of the CFPM website. The training PowerPoint are provided as PPT files to enable interested jurisdictions to download and easily adapt them for local use. The CFPM Coaching Guide posted on the website provides tools and strategies for facilitating full and effective use of the Practice Model at all levels of the agency.

In addition, there are camera-ready versions of small CFPM practice behavior booklets or flashcards with condensed versions of the 23 practice behaviors. In implementing sites, social workers, supervisors, leaders, partners, trainers, and coaches alike have consistently requested and appreciated these small sturdy practice behavior booklets that can be easily carried in a pocket or purse and provide an at-a-glance description of the core practice elements and behaviors in the model. Implementing sites continue to have this resource printed and provided to new staff and an expanding group of community and system partners.

Customizing training and coaching resources and building capacity for local practice model implementation requires thoughtful planning and leveraging of resources. Sequencing will be important so that training is immediately followed by coaching, and coaching support is ongoing at all levels of the agency to support behavior change and a system aligned with the Practice Model. Some sites created small working groups for the coaching development process, including at least one staff member from various levels of the organization (e.g., social workers, supervisors, managers) that would be affected by the coaching plan. Other sites identified skilled trainers and coaches in the region, contracting with them or leveraging their time and expertise to become proficient in the Practice Model and to assist the agency in building internal training and coaching capacity for the Practice Model. Another jurisdiction identified well-respected members of local Tribes to build the capacity of staff at all levels of the agency to train and coach to a culturally responsive use of the CFPM. Regardless of who is identified to help move the work forward locally, the printout tip sheets on the following pages may be helpful in creating training and coaching plans to support effective practice model capacity building and installation.



## Tips for Organizing to Support CFPM Training

In developing a plan for phased rollout of the Practice Model, it is important to identify who is responsible for ensuring practice model training and how they will be connected with the local practice model leadership and implementation teams. The identified individual, workgroup, team, or section will assist in implementation planning by coordinating with the agency's linked teaming structures to develop and implement a capacity-building work plan, which outlines roles, tasks, resources, and timelines for:

- **Developing and/or adapting CFPM curricula** to integrate valued and aligned agency practice priorities and needs, which is enhanced greatly if done with community and Tribal partners
- **Building the general coaching capacity** of supervisors, managers, and executive leaders and other designated coaches for the Practice Model (competent coaching)
- **Developing a training plan** that includes:
  - **Who** will provide practice model training, what leaders and community partners will be involved, what role will they play, and **what facilities and resources** will be used to support practice model training?
  - **A schedule for training supervisors, managers, and executive leaders first** so they can build fluency in the Practice Model and be prepared for their coaching support role
  - **A schedule for training social workers**, which outlines who will receive practice model training when, how trainees' supervisors will be involved in the training/transfer of learning process for their staff, and when/how new social workers coming into the agency will receive training
  - **How the training plan will be coordinated** with the agency's coaching plan, resources, and timeline and with trainees' supervisors so coaching to the Practice Model starts immediately following social worker training and is ongoing
  - **What pre-/post-training data** will be collected and analyzed to evaluate transfer of learning and whether staff members' confidence and competence in using the Practice Model increased as a result of CFPM training
  - **How trainers will be supported** and provided coaching on their training practices
  - **How the agency will assess CFPM training** and whether it is being delivered as intended (e.g., quality of training delivery, correct format and sequencing, content coverage)
  - **How training resources and curricula will be used/adapted** to train or orient other agency staff (e.g., licensing workers, other non-case carrying staff, case aides, administrative support, etc.) and partners (e.g., community partners, foster parents, placement agencies, mental health, etc.) to the Practice Model
  - **A schedule for sharing of training data** with different audiences on a regular basis, such as sharing data with supervisors and staff, leadership and management, trainers and coaches, and community and Tribal partners. It is also important to coordinate the sharing of other data, such as coaching and fidelity assessment data.



## Tips for Organizing to Support CFPM Coaching

In developing a plan for phased rollout of the Practice Model, it is important to identify who in the agency (an individual or group) is responsible for ensuring practice model coaching and how they will be connected with local practice model leadership and implementation teams. The identified individual, workgroup, team, or section will assist in implementation planning by coordinating with the agency's linked teaming structures to develop and implement a capacity-building work plan that outlines roles, tasks, resources, and timelines for:

- **Determining how fluency in the Practice Model and competent coaching skills** will be developed at supervisory, management, and executive leadership levels to prepare for and support the practice model rollout for frontline staff
  - Coordinate with the Training Plan; consider information on General Coaching Skills in the CFPM Coaching Guide
- **Building the capacity of supervisors, managers, and executive leaders** to provide behaviorally focused “coaching to competence” in the Practice Model to prepare for coaching roles
  - Consider information on Coaching to Competence in the CFPM Coaching Guide
- **Developing a coaching service delivery plan** (also in the CFPM Coaching Guide) that dovetails with the agency's training plan, resources, and timelines and, fosters fidelity use of the practice and responsiveness to culture, and includes:
  - **The role of community partners in coaching** to build agency capacity to coach and support cultural awareness and responsiveness at practice and system levels and in the individualized supports and services identified for children and families being served
  - **Who will provide CFPM coaching, and who will receive it** at each level of the agency, how community partners will be involved, what their role is, and what resources will be used to support coaching
    - Include expectations regarding when, where, and how often coaching will occur at each level. This is usually a combination of individual and group sessions that leverage or repurpose regular meetings (e.g., meeting between each supervisor and their direct report, a monthly unit or team meeting), as well as create new forums (e.g., an “open” weekly group coaching session for staff and supervisors, monthly system coaching between the agency director and a cultural/ community coach).
    - Ensure coaching supports and strategies build culturally responsive use of the Practice Model at all levels. Consider strategies such as use of respected individuals from local communities and Tribes as CFPM coaches, formal partnerships and protocols with Tribal ICWA social workers, or use of cultural brokers. (For information on cultural brokers, see <http://www.cebc4cw.org/program/cultural-broker-program/detailed>.)
  - **Creating a schedule for coaching startup** at each level of the agency (coordinated with the local training plan and schedule). The following sequencing and strategies are encouraged to establish a coaching organization and culture of learning, improvement, and “cascading support” for the Practice Model from executive to practice levels:

- Begin coaching at the manager and executive leadership levels to develop skill in coaching, supporting others, demonstrating practice model leadership behaviors in interactions, and aligning agency meeting and business processes with the Practice Model. Then train and build the capacity of supervisors to coach to competency in the Practice Model. Then begin training social workers and startup coaching by the supervisory team.
  - Consider use of coaching frameworks during case staffings, consultation, and reviews of complaints whenever possible. Consider asking a coach to support or facilitate some of these as coaching opportunities.
  - Consider repurposing existing meeting venues, i.e., each unit, leadership team, or other group could be brought together to explore how to set up or repurpose time during one meeting a month (or more often) for CFPM coaching activities and support.
- **Determining the multiple sources of information** to be used for giving feedback to those receiving coaching (e.g., observational data or interviews with families, supervisors, or others who may know about the staff member's use of the CFPM)
- **Designing coaching data and forms** to be used and who is expected to use them to track and monitor coaching activities to ensure data about whether staff members' confidence and competence in using the Practice Model is improving as a result of CFPM coaching support
  - Consider using or adapting the Coaching Log and "Profile of the 8" in the CFPM Coaching Guide
- **Detailing expectations for lifting up and communicating practice and system barriers** that are identified through coaching, so the agency's linked teaming structure can consider themes and action steps to build greater system alignment and support
- **Ensuring that multiple sources of coaching feedback** will be available and used at all levels (e.g., coaching satisfaction surveys, observational assessment of coaching, staff fidelity data)
  - Consider using/adapting the Coaching Feedback Surveys in the CFPM Coaching Guide.
  - To increase coaching support, consider how coaches can support one another, team together as coaches, or can be connected to a mentor coach to provide opportunities for observational assessment, support, and development.
- **Deciding when/how coaching expectations and supports will be communicated** to existing staff and to new staff, ensuring coordination with the Training Plan and CFPM Training Curriculum
- **Determining how new supervisors, managers, and executive leaders** will build fluency in the Practice Model, be made aware of coaching expectations, and develop skill in competent coaching and coaching to competence.
- **Creating a schedule for sharing of coaching data** with different audiences on a regular basis (e.g., sharing data with supervisors and staff, leadership and management, trainers and coaches, community and Tribal partners), including coordinating the sharing of other data (e.g., training and fidelity assessment data)