



# Child Welfare Development Services Practice Consultant Program

Presented by Jennifer AhSing, Practice Consultant Manager  
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**We create experiences that transform the heart, mind and practice.**

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# Executive Summary

Child Welfare Development Services (CWDS) is a program under the larger umbrella organization the Academy for Professional Excellence. Our purpose at the Academy for Professional Excellence is to revolutionize the way people work to ensure the world is a healthier place. CWDS envisions that as a result of our work, the workforce employed by public child welfare agencies and the children and families served by them will experience increased empowerment, positive changes, an enhanced quality of life, and feel a sense of inspiration and hope. Coaching is an integral component of providing quality development as well as a supportive process for the workforce. We utilize child welfare skills-based coaching with a structured model as the foundation for our coaching program. The following will provide an overview of the historical and current snapshot of CWDS coaching services.

# Philosophy of Coaching

## Coaching Philosophy

Child Welfare Development Services (CWDS) believes that coaching is an on the job, effective, and strength-based practice that supports the implementation of training knowledge and skills-based best practice.

## CWDS Child Welfare Coaching Definition:

Child Welfare Coaching is the collaboration or teaming of a coach and learner for the purpose of enhancing skills or personal development in their child welfare practice. It is learner led in that the identified skill or goal to be explored during the coaching session is determined by the learner. The coach creates a positive, structured environment with agreed upon outcomes that are designed to allow the coach and learner to focus on the goals of the session. The session is a safe place to explore and practice strength-based critical thinking skills. It does not replace supervision, nor is it a place to grade worker performance.

## History of Coaching Services

Child Welfare Development Services (CWDS) began offering coaching as a county contract deliverable in FY 13/14. Coaching started off slowly but quickly grew when Southern region child welfare leaders started to see the immense value in coaching as a service able to support workforce development. The following shows the steady increase in contract and staff coaching from FY 13/14 to FY 18/19:

FY	# of CWDS Staff Coaches	# of Contract Coaches	Counties Served
FY 13/14	4	1	San Diego, Orange, Riverside, and San Bernardino.
FY 14/15	9	7	San Diego, Orange, Riverside, San Bernardino and Imperial.
FY 15/16	11	7	San Diego, Orange, Riverside, San Bernardino, Imperial and Ventura.
FY 16/17	10	13	San Diego, Orange, Riverside, San Bernardino, Imperial and Ventura.
FY 17/18	10	9	San Diego, Riverside, San Bernardino, Imperial and Ventura.
FY 18/19	10	7	San Diego, Riverside, San Bernardino, Imperial and Ventura.

# Coaching Needs Assessment

Each fiscal year CWDS engages each of the Southern Counties in a workforce development needs assessment. Through consultation with county leadership and their training and staff development representatives the following is assessed:

- Number of employees, at the support level, line worker level, supervisor level and leadership level.
  - Attrition rates
- Current practice frameworks
- Programs
- Initiatives
- Fidelity and evaluation
- Workforce development needs
  - Topics
  - Practice behaviors they are trying to change
  - Goals and desired change in practice.
- Areas to focus technical assistance and consultation

For each of the items listed above CWDS explores different modalities to see which will best meet their needs. The modalities we offer are as follows:

- Classroom Training
- Simulation Training
- Coaching
- Elearning Development
- Microlearning Development
- Consultation
- Technical Assistance
- Evaluation Services
- Implementation planning and support

If, through the needs assessment process, coaching is chosen as the modality to meet a workforce development need then further consultation occurs to determine the audience who will receive coaching, what topics will be coached on and the amount of coaching time needed to address the need. Once this is determined a contract is developed to support this deliverable.

## Type of Coach

The amount of coaching “days” per month determines whether CWDS will hire a full-time staff coach to meet the coaching need or use contract coaches. To fund and support a full-time coach, the contract needs to have at least 8 “days” of coaching a month.

A “day” of coaching consists of six hours of time that the coach is available at the county location. The coach usually is available between 9am and 4pm but are flexible to meet the needs of the county and sometimes schedule coaching time outside of those hours.

## Ratio of County Employees to Staff/Contract Coaches per County for FY 18/19

### Ventura:

- Number of total county employees: 156
- One contract coach serves support staff, line workers, and supervisors.
  - They provide 8 days of coaching per month (48 hours)
  - Total of 96 days of coaching per year (576 hours)
- One contract coach serves leadership.
  - They provide 5 days of coaching per month (30 hours)
  - Total of 60 days of coaching per year (360 hours)
- Ventura also contracts with the Central Training Academy for two additional Coaches.
- Ventura contracts directly with a family engagement coach.
- Ratio of county employees to staff/contract coach: 31/1

### San Bernardino:

- Number of FTEs: 597
- Five CWDS staff coaches serve support staff, line workers, supervisors, and leadership.
  - Each CWDS Staff coach provides 8 days of coaching per month (48 hours)
    - All together that is 40 days of coaching per month (240 hours)
  - Each CWDS Staff coach provides a total of 96 days of coaching per year (576 hours)
    - All together that is a total of 480 days of coaching per year (2, 880 hours)
- One contract coach serves leadership only.
  - They provide 8 days of coaching per month (48 hours)
  - Total of 96 days of coaching per year (576 hours)
- One CWDS Supervising Coach serves Supervisors.
  - They provide 4 days of coaching per month (24 hours)
  - Total of 48 days of coaching per year (288 hours)
  - Includes supervision and support for CWDS Staff coaches.
- Ratio of county employees to staff/contract coach: 85/1

### Riverside:

- Number of FTEs: 551
- Two CWDS staff coaches serve support staff, line workers, supervisors, and leadership.
  - Together they provide 15 days of coaching per month (90 hours)
    - Total of 180 days of coaching per year (1080 hours)

- One contract coach serve support staff, line workers, supervisors and leadership.
  - The contract coach provides 1 days of coaching per month (6 hours) or 12 days per year.
- Ratio of county employees to staff/contract coach: 183/1

#### Imperial:

- Number of FTEs: 58
- One contract coach serves line workers and supervisors.
  - They provide 2 days of coaching per month (12 hours)
  - Total of 24 days of coaching per year (108 hours)
- Ratio of county employees to staff/contract coach: 58/1

#### San Diego:

- Number of FTEs: 672
- One contract coach serves leadership only.
  - They provide 3 days of coaching per month (18 hours)
  - Total of 36 days of coaching per year (216hours)
- One CWDS Staff Coach serves supervisors.
  - They provide 10 days of coaching per month (60 hours)
  - Total of 120 days of coach per year (720 hours)
  - The CWDS Staff Coach also helps support their internal SD CWS coaching team which consists of 9 staff coaches and one coaching supervisor.
- Ratio of county employees to CWDS and SD staff/contract coaches: 61/1

## Total Number of Coaching Days FY 18/19

In FY 18/19 we provided 1,248.17 days of coaching in the Southern Region.

## Individual Sign-ins for Coaching Sessions

### Sign-In Survey

In FY 18/19 we had 3,582 individuals sign in for coaching sessions. Coaching invoicing and sign in, is all done electronically. We utilize Qualtrics surveys, via smartphone or laptop, to have each individual learner sign in for their coaching session. Some of those sessions are individual sessions and some are group sessions. We gather the following information from the learner via the sign in survey in the beginning of the coaching session:

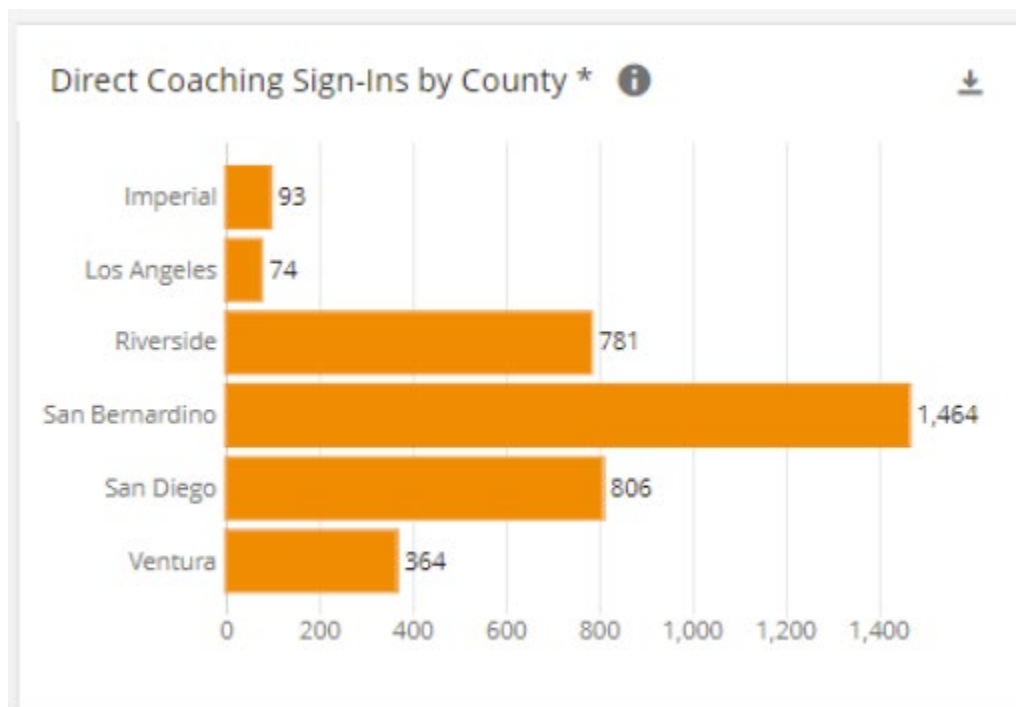
- First and Last Name
- County Email Address
- Employee Number



- Audience Category
  - Line Worker
  - Supervisor
  - Manager
  - Support Staff/Other
- Date
- Learners Signature

## Coach Verification Survey

After the learner has completed the sign-in survey, a link is sent to the coach via email. When the coaching session is over the coach goes into their email, into that link and verifies the learner has correctly entered their information, adds in the county, start and end time of the coaching session, overarching topic (SOP, Best Practice, Cultural Responsiveness Academy (CRA), Other), where the session was located (office, field or by telephone), region the employee is assigned to and identifies 1-3 learning objectives that were covered in the coaching session. Please see the graph below which shows how many sign ins were completed in each county for FY 18/19.



## Satisfaction Survey

Once the coach has verified the learners sign in survey, an email is sent to the learner with a link to a satisfaction survey. In FY 18/19, for all the counties, 1,785 satisfaction surveys were completed.



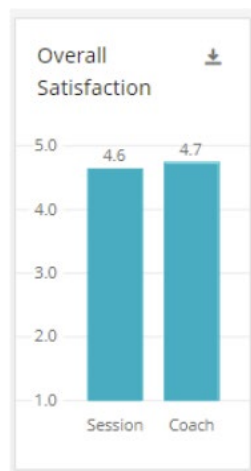
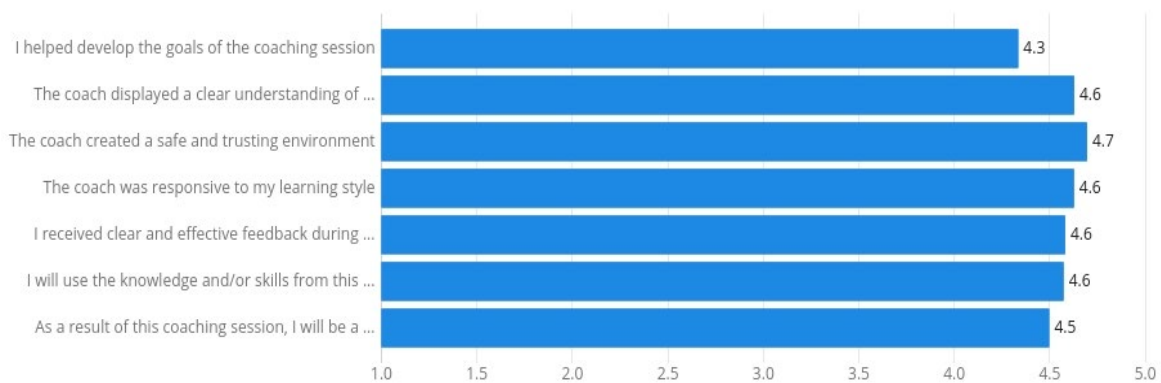
## Standardized Questions

The satisfaction survey asks a series of nine standardized scaling questions. The scale is 1-5 with one being low “strongly disagree” and 5 being high “strongly agree”. The nine standardized questions are as follows:

- I helped develop the goal(s) of the coaching session.
- The coach displayed a clear understanding of the subject.
- The coach created a safe and trusting environment.
- The coach was responsive to my learning style.
- I received clear and effective feedback during the coaching session.
- I will use the knowledge and/or skills from this coaching session on the job.
- As a result of this coaching session, I will be a more effective worker.
- Overall, I am satisfied with this coaching session.
- Overall, I am satisfied with the coach.

The charts below show the aggregate scores for each question for all counties and all coaches for FY 18/19:

End of Delivery Survey Scaling Question Feedback Rating ⓘ





Selections from the open-ended responses to the question, "What went well during the coaching session?":

- "Able to use practical visual guide for having solution focused conversations rather than going toward blame or judgement in workplace relationships."
- "Having the coach clarifying and helping me to understand more clearly about using this skill to be more effective in my assessment for harm and danger."
- "Really pushed the practice on using SFQs to get information to create long term safety and build protective capacity of the family."
- "Coach listened well and acknowledged the difficulty of the case. She brainstormed with me about how to approach resolving some very thorny challenges. She did not present herself as an expert but rather a collaborator."
- "Coach being able to listen and redirect energies; coach re-framing issues and offering hope."

Selections from the open-ended responses to the question, "Suggestions for improving the coaching sessions?":

- "Group coaching sessions."
- "I love individual coaching sessions, but I wish unit coaching sessions would be suggested because I know a lot of my co-workers could really benefit from it but haven't tried it."
- "In the past, we have coaches and then we don't. It would be great if we had a coach available to us all the time instead of just periods of time."
- "Coaching should be occurring at all levels in the agency"
- "Continue with follow-up coaching session and don't lose momentum."

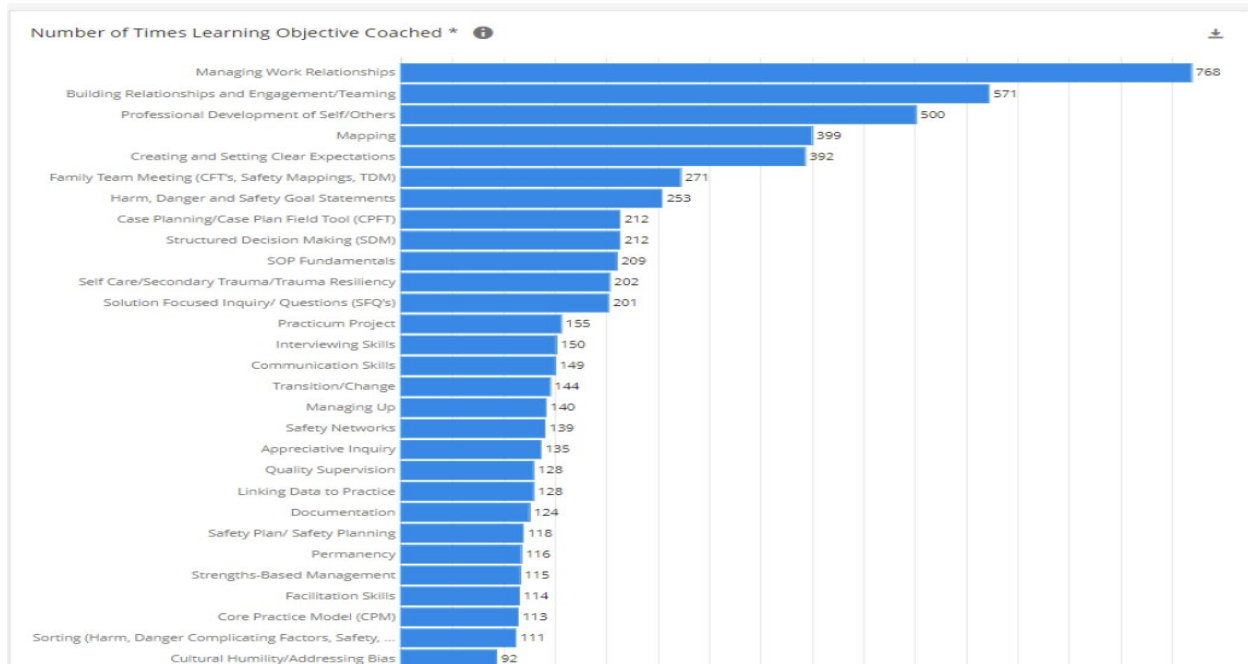
## Coaching Dashboards

Using a platform called Vocalize we can turn the data collected through our Qualtrics surveys into a dashboard which displays all the data in easy to read widgets. Currently each coach has their own dashboard which they use to keep track of their coaching deliverables and view their coaching feedback in real time. This data is also extracted and shared with county partners via monthly coaching reports, so they are informed about how coaching is being use and how it is impacting their workforce. The user can also filter the data to drill

down the information to meet their needs.

## Learning Objective Widget

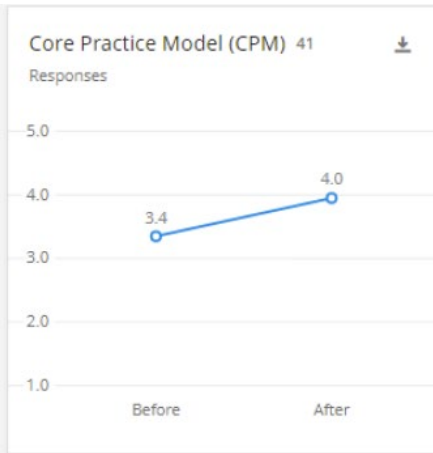
We have created a set list of 51 learning objectives for the coaches to choose from which makes it easier to gather and analyze data. This list is revisited regularly by our coaching team to ensure that it is reflective of the work being done. The graph below shows each of the learning objectives and how many times each learning objective was chosen for all counties for FY 18/19.



Please note: This image has been cut off as all 51 would not fit on one page.

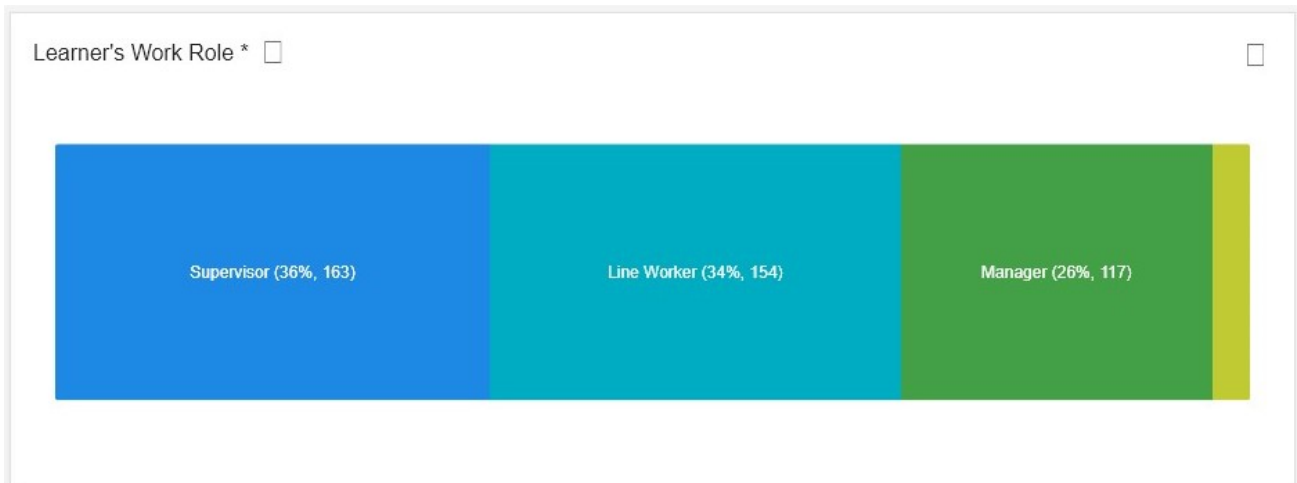
## Learning Objective Skill Growth Widgets

In the coaching dashboard we have a widget for each learning objective that shows us the amount of reported skill growth from before and after each coaching session. We also have one widget that shows the aggregate skill growth from before and after the coaching session for all the learning objectives. See charts below for an example of one of the learning objective skill growth widgets and the learning objective widget that shows the aggregate skill growth for all of the learning objectives for all of the satisfaction surveys completed for FY 18/19.



## Audience

When signing in the learner determines which of the following categories they fall into: Line Worker, Supervisor, Leadership or Support Staff (light green). For FY 18/19 we served the following number of people in each audience category.

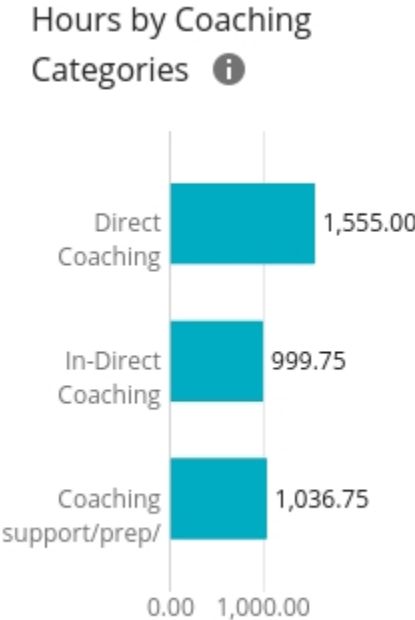


# Direct Coaching, Indirect Coaching and Coaching Support

Not all of a coach’s time is spent in coaching sessions. The work they do outside of the coaching session is equally as important as the time spent in a coaching session. To support coaching implementation a coach will spend time introducing the concept of coaching, building relationships with social workers and leaders in each office in the client county, developing an understanding of county-specific culture and politics, and preparing for coaching sessions. These tasks clarify the purpose of coaching for the workforce, engage the staff in the coaching program, enhance the implementation process of coaching and increase the utilization of coaching by staff. We ask coaches to account for their time spent in a day of coaching by tracking their time in the following categories: Direct Coaching, Indirect Coaching and Coaching Support.

- Direct Coaching: Hours spent providing direct coaching to a learner (with corresponding sign-in surveys as documentation).
- In-Direct Coaching: Hours spent providing coaching support where the coach remains in a coaching role. This is a coaching deliverable and will be counted towards coaching hours but did not have a sign in sheet.
- Coaching Support/Preparation/Follow Up: Hours spent where the coach is available and on site in a county office and they are actively supporting, preparing and following up on coaching deliverables. (This does not include lunch and breaks.)

The following graph shows the breakdown for the three categories for all counties for FY 18/19.



We have found that earlier in a coaching implementation you will see more time being spent in indirect coaching and coaching support as people are less familiar with the concept of coaching and how it can best be used. As the implementation of coaching progresses, we see an increase in direct coaching.

## Lessons Learned

- Coaching requires good working relationships and building good working relationships can take some time. County partners need to trust in the process, dedicate time and resources for the pre-implementation and early implementation phases, and allow the coach to spend time providing indirect coaching and coaching support to build trust.
- The stronger the learning culture is in an organization, the quicker the coaching implementation process will be. Some characteristics we have seen in counties that have a strong learning culture are:
  - Supervisors/managers/executive level leaders utilizing coaching skills in their supervision of direct reports
  - Incorporation of group supervision throughout the organization
  - The use of learning circles to deepen practice
  - Strong CQI processes
  - Commitment to balanced assessment of practice
  - An emphasis on employee engagement
  - Developing healthy organizational culture
- Attending to all the Implementation Drivers in the Implementation Science triangle is extremely important for successful coaching implementation. Coaching attends to the competency driver and is most successful when there are efforts to attend to organizational and leadership drivers as well.
- Leadership support will increase implementation success. Leaders can best show their support of the coaching process by engaging in their own coaching.
- Flexibility in contracting allows the coaches to in turn be flexible to meet the needs of the county. For example, being able to invoice hourly versus by the day means that coaches can be deployed in real time to respond to questions or requests from the workforce as they come up on any day of the work week. This allows the workforce to use them in a more organic way when challenges arise versus needing to schedule time with the coach far in advance.
- Screening, recruitment and hiring individuals that are a good fit for coaching is vital. We have found that professionals with solution-focused inquiry background and an openness to feedback are the best fit for coaching.



- Utilizing role plays in the context of the interview process allows the interview panel to assess not only for existing coaching skills but to observe the applicant's ability to receive feedback and integrate it into their practice which has been a strong indicator of potential success in the role of a coach. Individuals who are not open to feedback, who demonstrate defensiveness or resistance to feedback from others often struggle to create an environment in which staff can be open to feedback. Openness to feedback in both the learner and the coach is key to helping the coaching process be successful.
- Staying committed to skills-based coaching. While there are times that a coach will attend to the emotional needs of a learner and take a holistic approach, we have remained committed to skills-based coaching. Coaches must be trained to work within the scope of the role. The workforce may misperceive the role of a coach as a place to vent, make decisions about cases, or work through challenges in one's personal life. ***Coaches are responsive to the needs of the individual in front of them and are also trained to maintain the focus on skill practice and development.*** We strive to enhance skills and practice and do not take the place of other services available to staff (Employee Assistance Program, mentoring, supervision, etc.).
- Attending to the Leadership Driver during the contracting phase is very important. In order to best support coaching, all leaders in the organization need to be clear on how the contract defines coaching and have a firm understanding of what coaching is and what coaching is not. This assists in messaging coaching accurately to the workforce.
- Messaging and advertising coaching to the workforce is integral to the success of a coaching program. CWDS and the county leadership work together to develop a unified message about coaching including how it aligns with the county's vision, mission and values.
- As we have previously mentioned, a strong learning organization will best support coaching and part of a strong learning organization is to build internal capacity for coaching. Whether you are using internal coaches or contract coaches a workforce with coaching skills will create healthy organizational culture. Coaching skills provide the workforce with tools, so they can best navigate their work with each other and with the families they serve.
- For coaching implementation to be successful, the coaching model must be culturally responsive. This is multi-level in that the coaches must be trained to be culturally responsive to the individuals they are working with AND they must be trained to coach to skills of cultural responsiveness to assist the workforce in identifying and managing bias. An organization that has already taken steps to address systemic bias will be more successful with coaching.
- To ensure the workforce is clear about the purpose of coaching we often provide a more concrete title such as

“SOP Coaching,” “Best Practice Coaching,” or “CPM Coaching.” When the learner comes to the session the coach will engage them in a contracting process that utilizes questions to help the learner decide what topic or skill to focus on in that session. The coach will ensure that the focus is best practice and will weave in key concepts related to SOP and CPM. We have found that using a core concept to anchor a coaching model sometimes helps the workforce understand the role and purpose of a coach.

## Unique CWDS Programs that Integrate Coaching

### Cultural Responsiveness Academy Coaching

The Cultural Responsiveness Academy (CRA) was established in February 2016, in response to the County of San Diego, Child Welfare Services Agency’s awareness that issues including disproportionality, disparity of services, and bias in decision making continue to impact the children and families served by the agency. The CRA provides a revolutionary learning experience on cultural responsiveness, and knowledge and skills development of staff providing services via public child welfare programs. The CRA incorporates an evidenced based and multi-modality learning experience to assist with transfer of learning and ensure participants can adjust their practice to meet the diverse needs of families involved with public child welfare agencies. All staff in the agency (Support Staff, Social Workers, Supervisors, Policy Analysts, Managers, and Deputy Directors) are invited to attend the CRA. The CRA incorporates community stakeholder input in developing the topics and learning objectives, and the classroom learning experience uses facilitated discussions around activities; with the trainers as facilitators who also represent the population of the chosen topic. The CRA is a yearlong program that includes 6 one-day classes delivered over 6 months for each cohort (Support Staff; Supervisors and Social Workers; and Policy Analysts, Managers, and Deputy Directors) The participants also attend coaching and complete a practicum project.

CRA coaching is made available to the participants with two goals: (1) ask questions to help the participants process what they have learned and experienced in the classroom discussions and to help them think through how they can integrate culturally responsive behaviors and actions into their work. (2) help support the participant develop their practicum project. The coach asks questions to get the participants to think through things like, feasibility, practicality, alignment with county policy procedures and practice models, and impact on practice. The CRA is an intense program that can bring up a lot of emotion and feelings and having a coach available to process what is going on in the classroom has been key to helping support the participants in this process.

On completion of the program, the participants can present their projects to County Leadership and their peers at a graduation ceremony.

San Diego County has run two series on the African American culture and will be starting their third in September 2018 focusing on the Native American culture. San Bernardino

County will be starting their first series on the African American population in October 2018.

## Vicarious Trauma/Resiliency Coaching

Many learners bring vicarious trauma and work-related stress with them when they attend coaching and many of our coaches integrate knowledge of trauma and resilience into their coaching. Coaches help to identify and validate the potential negative impact of being exposed to traumatic images and material, to include; compassion fatigue, vicarious trauma, secondary traumatic stress, and burnout. Coaches also help the learner see the positive impacts of the work, to include compassion satisfaction, vicarious resilience, and stress-reframed, so that they have a balanced and holistic view of the work.

While all coaches are trained to address trauma during coaching CWDS sees the value in addressing trauma in the workplace head on, has created the SOP Resiliency Project proposal and is looking for a jurisdiction to partner with on this project. The objective with the project is to create a successful parallel process in which the Core Practice Model and Safety Organized Practice, when implemented inside the walls as well as outside the walls of an Agency, has direct and positive impact on staff employed by public child welfare agencies and on families served by them.

Utilizing a series of skill-based group coaching sessions the learners will develop skills in areas of self-care, mutual care, and resiliency. This robust group coaching program includes eight structured sessions and the session content is based on SOP concepts/tools and are tailored and adjusted for use with staff (instead of being focused on families). The practice behaviors from the Core Practice Model are woven into the group sessions.

This project has an evaluation component in which CWDS partner with SDSU School of Social Work to administer pre and post self-assessment measures to gauge intervention impact and improvement, compile the data from the measures to provide a report back to the county and to allow SDSU School of Social Work to utilize the data and findings for possible publication and contribution to Child Welfare field. The two intended measurements to be used are:

- ProQol- Professional Quality of Life Scale (measures Compassion Satisfaction, Burnout, and Secondary Traumatic Stress)
- Vicarious Resilience Scale (VRS)

## CWDS Vision for the Future of Coaching

At CWDS we are always working to improve upon our existing services and programs to ensure we are being responsive to the changing needs of child welfare. Here are some ideas we are exploring for the future of coaching.

- We are in process of developing coaching data dashboards that each county will have access to which will provide coaching data in real time to help counties in the Southern region deepen their use of data-driven decision making. Currently each of

our staff coaches has their own dashboard where they can see their own coaching data in real time in comparison to the larger team. We hope to soon be able to bring this technology to the county.

- Most of our coaching is done in-person and at the request of our client counties we are exploring the use of telephone and video conferencing to maximize resources and provide flexible, real-time support to the workforce.
- Utilizing a standardized unique identifier code on evaluation tools for each service provided by CWDS will allow us to gather information about the impact of a variety of workforce development experiences. We will be able to observe patterns in learning and the impact of training over the course of participation in Line Worker Core, Advanced Classroom Training, Simulation, and Coaching which may inform future innovations in workforce development and county training and staff development. This data will provide a picture of an individual's overall workforce development experience without threatening their confidentiality. If we have counties use this unique identifier within the organizations, we may be able to link the work we are doing at CWDS with other data such as, hire date, promotion dates, sick and vacation leave and the date they leave the county or retire. These links could potentially provide us with the ability to see the impact workforce development services have on topics such as retention, work satisfaction and succession planning.

OUR WHY:

REVOLUTIONIZE  
THE WAY PEOPLE  
WORK TO ENSURE  
THE WORLD IS A  
HEALTHIER PLACE.



6505 Alvarado Road, Suite 107; San Diego, CA 92120 | (619) 594-3546

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