

Parenting Programs at Child Parent Institute



child parent institute

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Parent Resources Director
February 3, 2016

- *Our mission is to end child abuse and strengthen the health of children, parents and families.*



Our Mission

- Founded in 1978, a non-profit educational family resource agency has been serving families throughout Sonoma County
- Over 90 parenting classes a year in English and over 30 classes a year in Spanish
- Provides parenting classes in the community where families already receive services – jail, recovery centers, homeless shelters, preschools
- Provides about 1,800 in-home visits to high risk families
- 180 hours of supervised visits per month
- 4,000 counseling sessions for youth ages 3-18 (MediCal and CHAT)

About CPI

20 Parent Educators – 13 Bilingual in English/Spanish; 1 Bilingual in French

ACCREDITATION IN TRIPLE P

- Level 2: 12 Parent Educators
- Level 3 Primary Care: 16 Parent Educators
- Level 3 Discussion: 8 Parent Educators
- Level 3 Teen Primary Care: 2 Parent Educators
- Level 3 Teen Discussion: 8 Parent Educators
- Level 4 Standard: 20 Parent Educators
- Level 4 Group: 7 Parent Educators
- Level 4 Teen: 9 Parent Educators
- Level 4 Group Teen: 2 Parent Educators
- Level 4 Stepping Stones: 8 Parent Educators
- Level 5 Enhanced/Pathways: 11 Parent Educators

Parent Educators

- Mental Health Services Act – Prevention and Early Intervention (Ages 0-5)
 - Levels 3, 4, 5
- Child Welfare – Client Services
 - Levels 3, 4, 5
- Child Welfare – Prevention Services
 - Levels 3, 4, 5
- Regional Center
 - Levels 3, 4, 5
- Gang Prevention Services
 - Level 2 Seminars, 3, 4, 5
- Juvenile Justice
 - Level 4 Group and Standard, Level 5
- Adult Probation
 - Level 4 Standard and Online
- Jail
 - Level 4 Group

PROGRAMS

- **Community Classes**

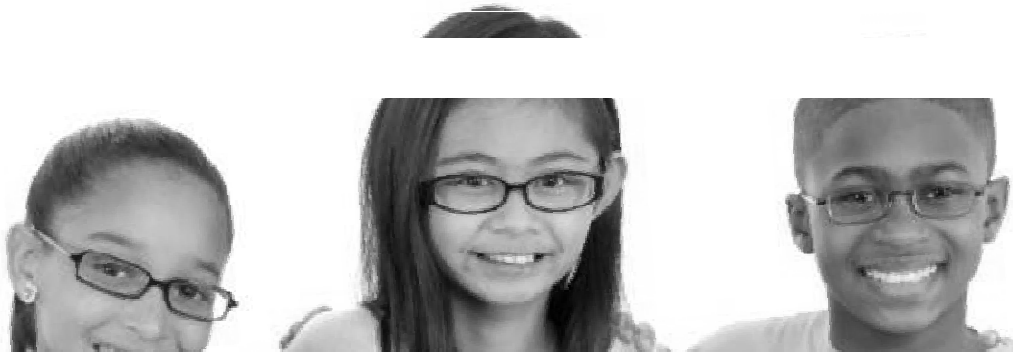
- Level 2 Seminars

- Level 3 Discussion Groups

- Level 3 Teen Discussion Groups

- Level 4 Group

Programs



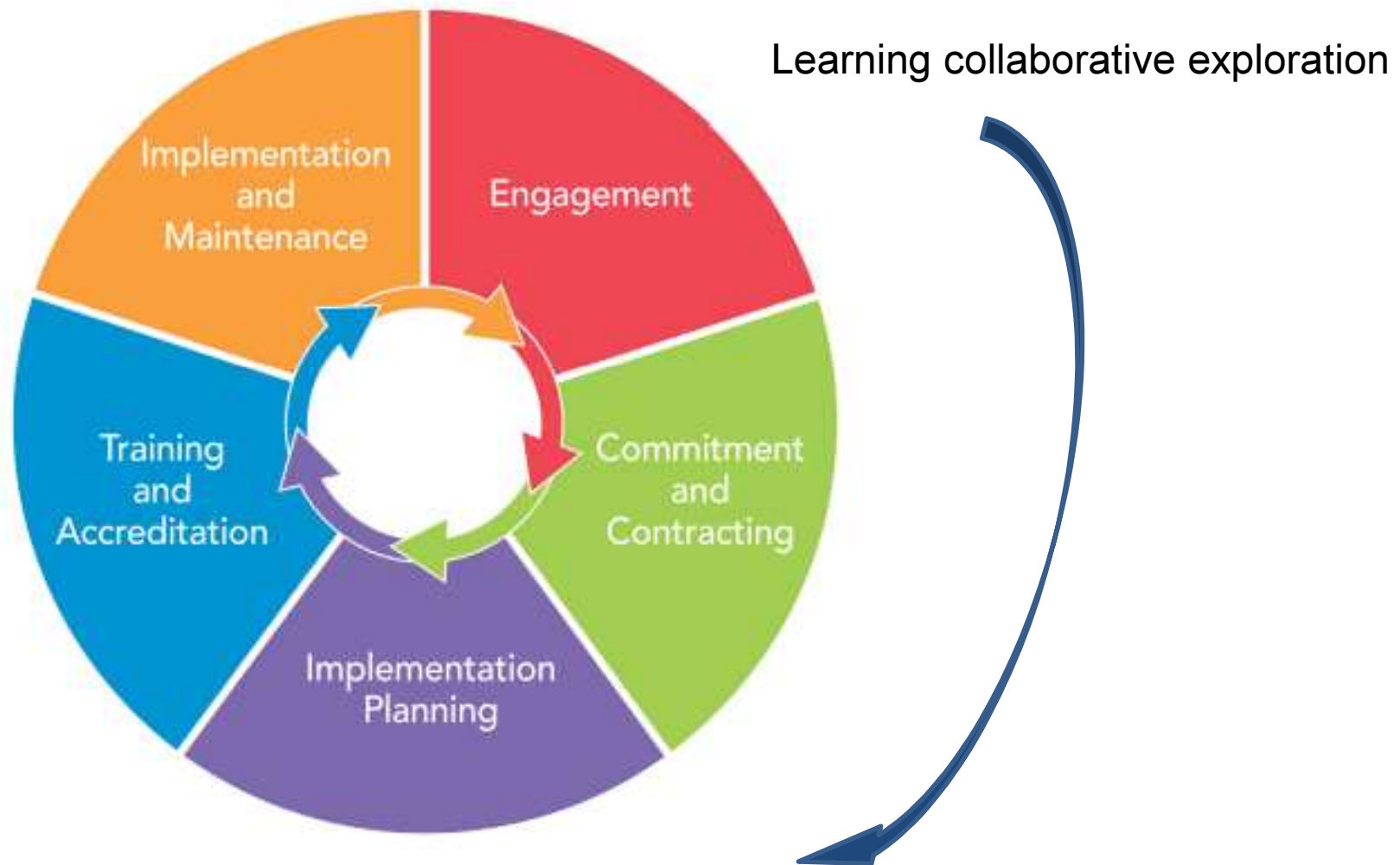
hfcc 2016
Edmonton, Alberta, Canada February 3-5



Shared Learning Network

- Forum for people who are working toward similar goals and/or share a concern or commitment.
- Support the exchange of thoughts, ideas, and experiences to further progress toward a common goal
- Problem solving around concerns or barriers.

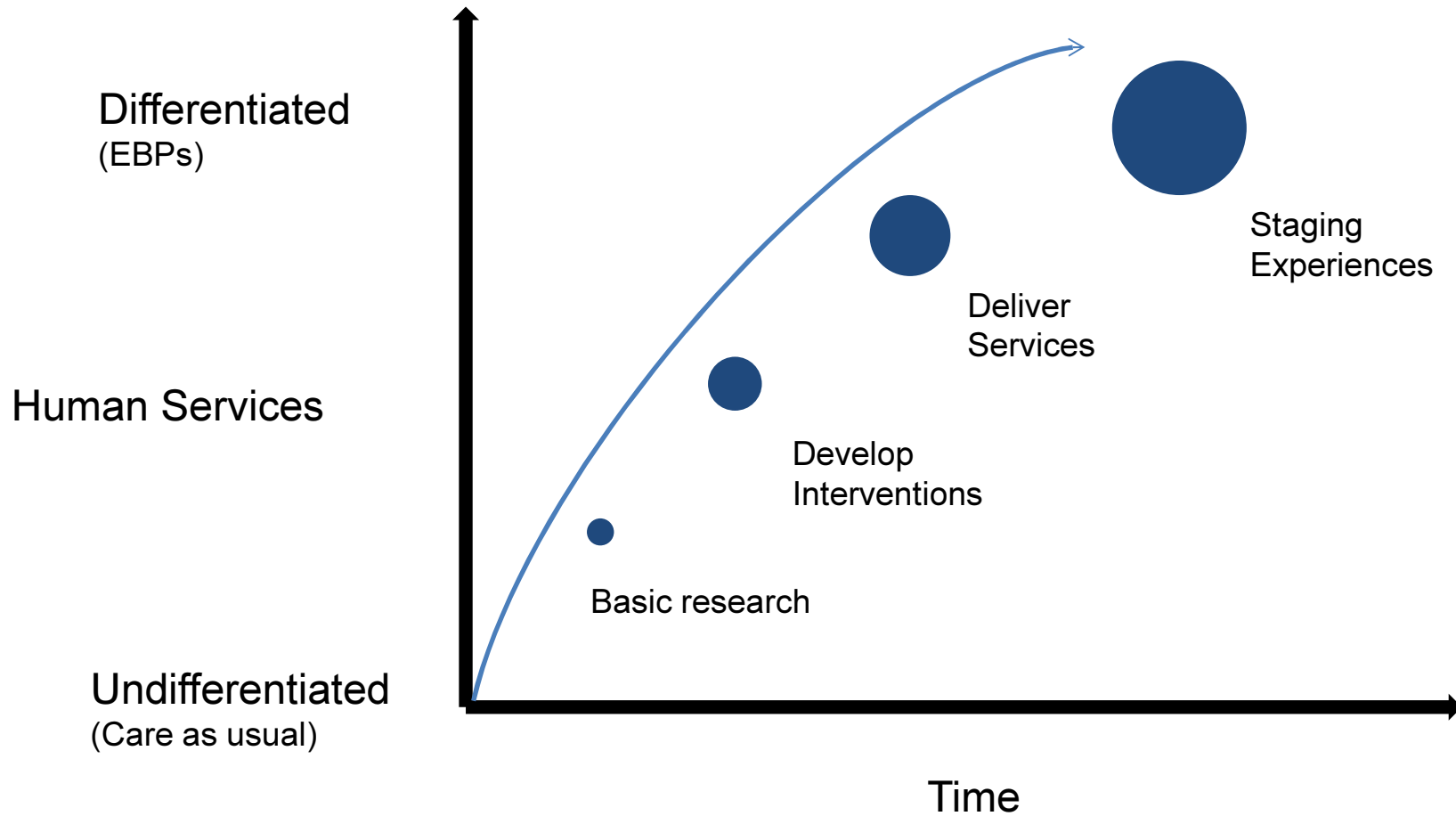
Triple P Implementation Framework



Triple P Aspirations for Collaboratives

- Fidelity: Local control and oversight
- Practitioner satisfaction and parent satisfaction
- Attainment of intended outcomes
- Leveraging resources
- Quality improvement

Quality Improvement



Considerations for developing a Shared Learning Network

- Which organizations/systems should be involved?
- What is the right level of the administrative role and responsibility best suited for participants?
- What are the shared goals for the participants? Who will have responsibility for the organization and facilitation of meetings?
- Where or how will meetings be facilitated?
- What is the optimal frequency and duration for meetings?
- How will necessary action items be documented and moved forward?

North Carolina Learning Collaborative



- NCDPH created the North Carolina Learning Collaborative at the outset of their funding 2012.
- All sites, regardless of the funder, were invited to participate. NCDPH funded sites were required to participate.
- As new sites in NC begin Triple P, they are also invited to participate.

North Carolina Learning Collaborative

- **Who attends?**
 - Triple P Coordinators, State-level NCDPH staff, TPA Implementation Consultant, other NC stakeholders.
- **When is the collaborative held?**
 - Quarterly, in-person meetings (2-3 days).
 - Telephone meeting one of the months between in-person meetings (1 hour).
- **Topics discussed:**
 - Practitioner recruitment – successes and challenges.
 - Implementation planning processes.
 - Training needs.
 - Practitioner support.
 - Level 1 – Stay Positive ideas. (staging!)
 - Evaluation – policies, practices, data collection.
 - Presentations on relevant topics outside of Triple P (e.g., ACES, how to draw support from the business sector, etc.).

Los Angeles County Collaborative

- Adopted CDT model to support Triple P in 2010
- Telephone collaboratives in place for all 40+ agencies that adopted. Collaboratives were limited to around 5-10 agencies situated in close proximity to each other.
- Telephone collaboratives have been faded out by design and replaced with in-person provider meetings across the county.

State of Arizona



- Implementation support modeled upon the Community Development Team approach
 - Administrative supports (pre-implementation planning meetings and on-going agency monthly support calls.
 - Annual in-person meeting
 - Regular contact with TPA for troubleshooting and technical assistance
 - Centralized data gathering and reporting

Just keep swimming?



2 tread water for 14 hours off Florida coast until chance rescue

By Ralph Ellis and John Newsome, CNN
Updated 8:05 AM ET, Sun June 22, 2014



Man Overboard Treads Water for 23 Hours

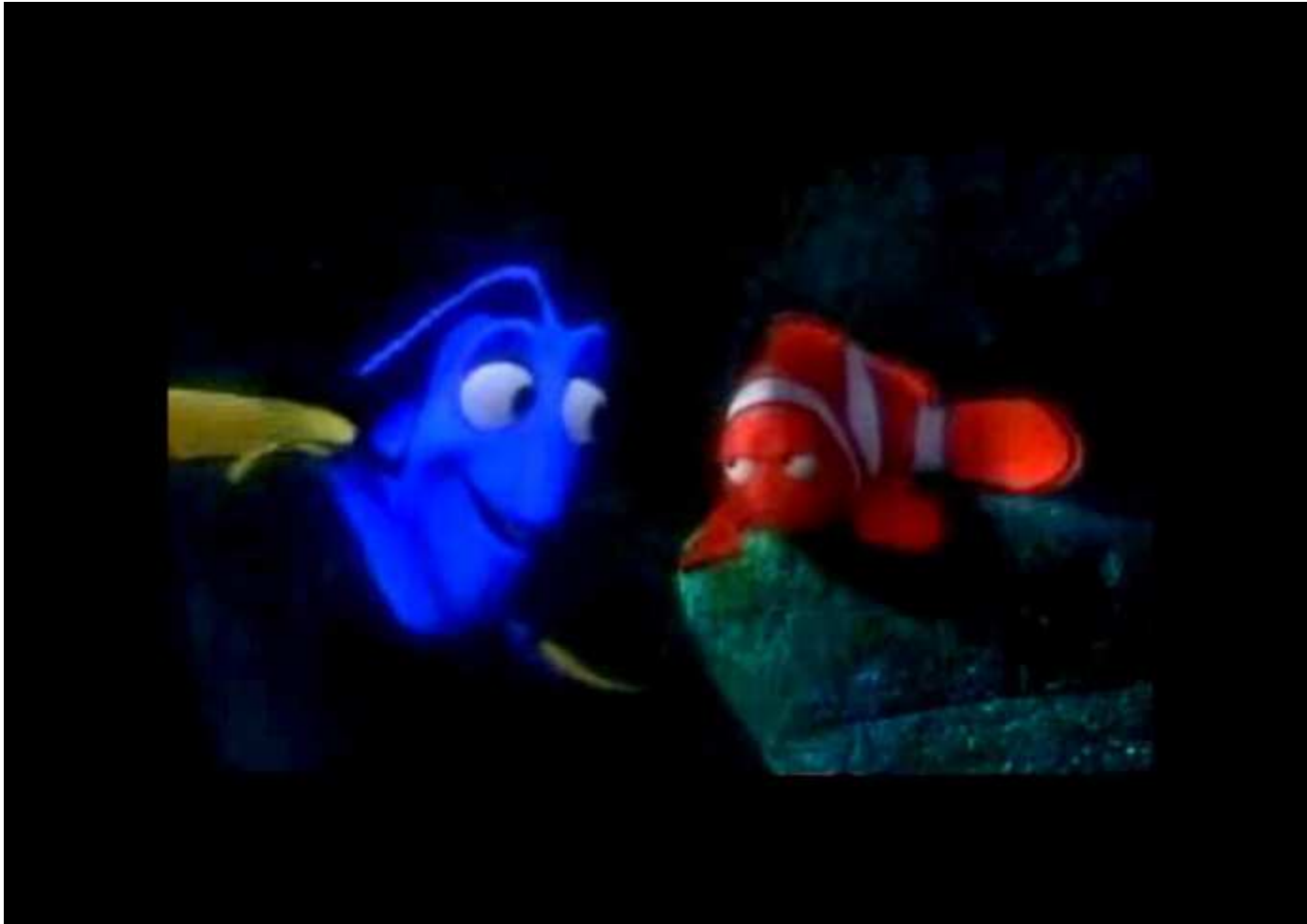
August 23, 2013

By ABC NEWS via GOOD MORNING AMERICA, WORLD NEWS

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Just keep swimming?



Sometimes talking about collective impact and collaboration will be met with a smack on the head



Telephone Collaboratives Work

- 51 county RCT compared CDT support vs implementation support as usual (developer conducted)
- Counties with the **telephone learning collaborative (CDT approach)** were found to **have more robust implementations and served 2x's as many clients** as the developer supported implementation.