

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**

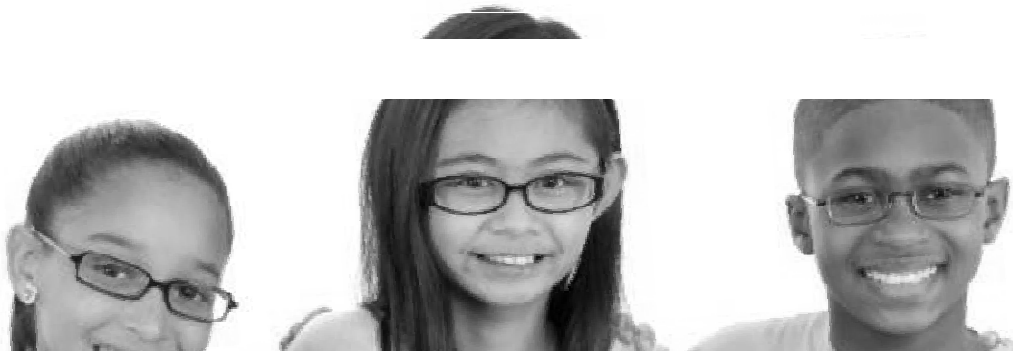
- Level 2 Seminars

- Level 3 Discussion Groups

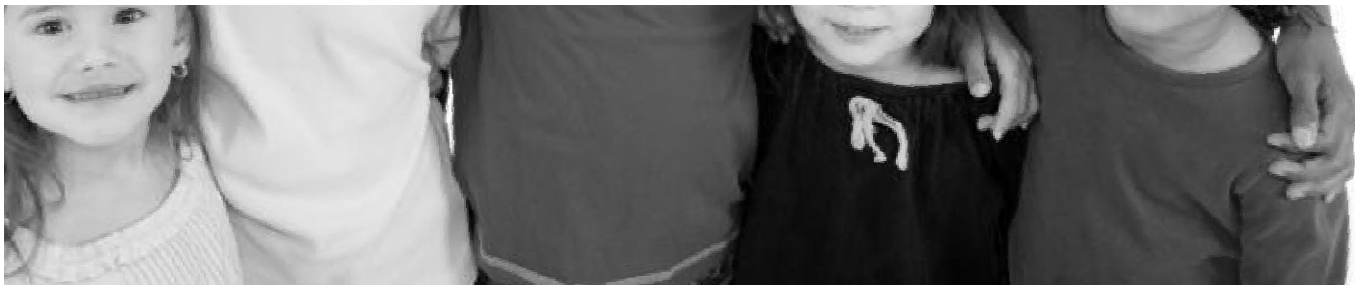
- Level 3 Teen Discussion Groups

- Level 4 Group

Programs



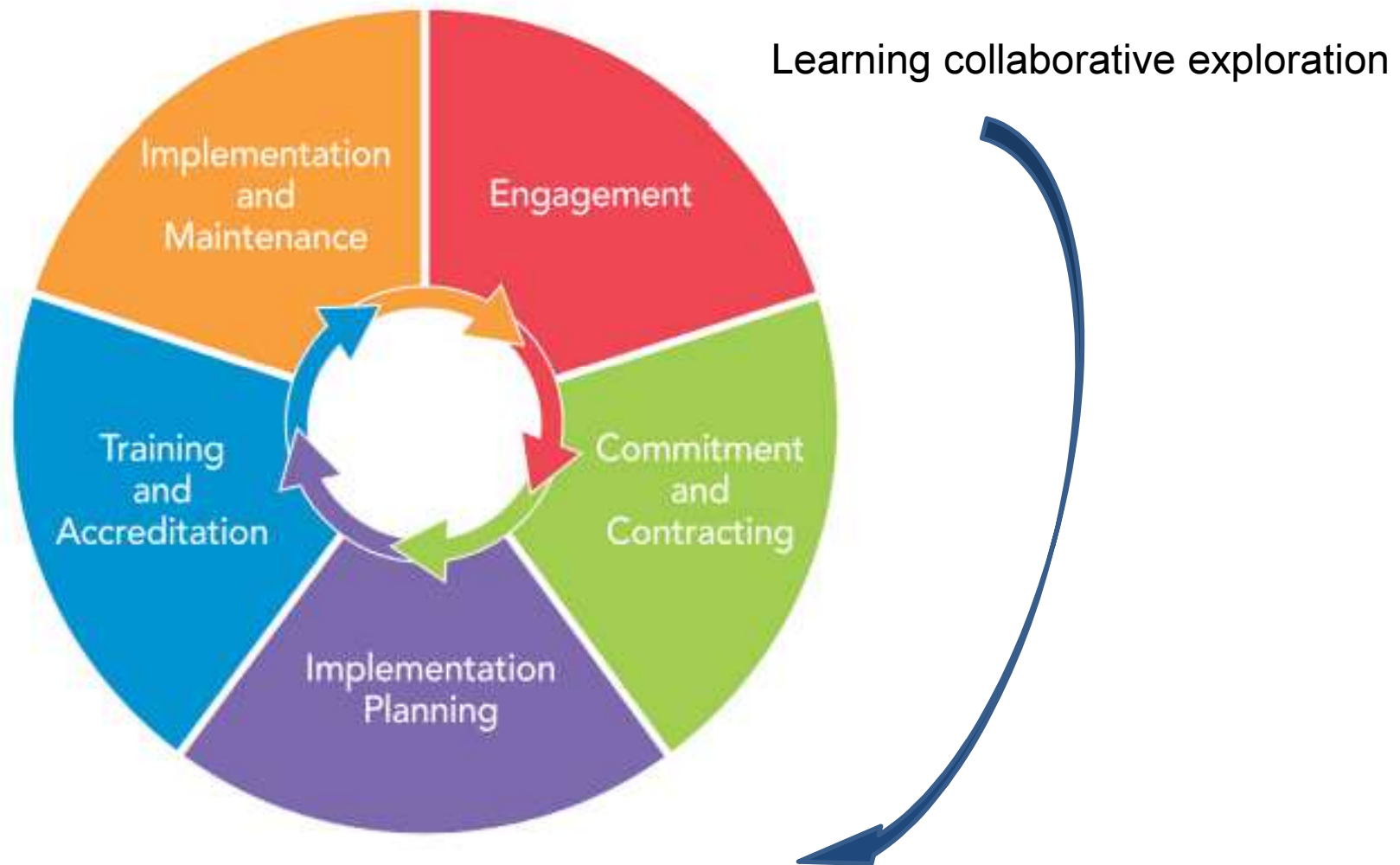
hfcc 2016
Edmonton, Alberta, Canada February 3-5



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.

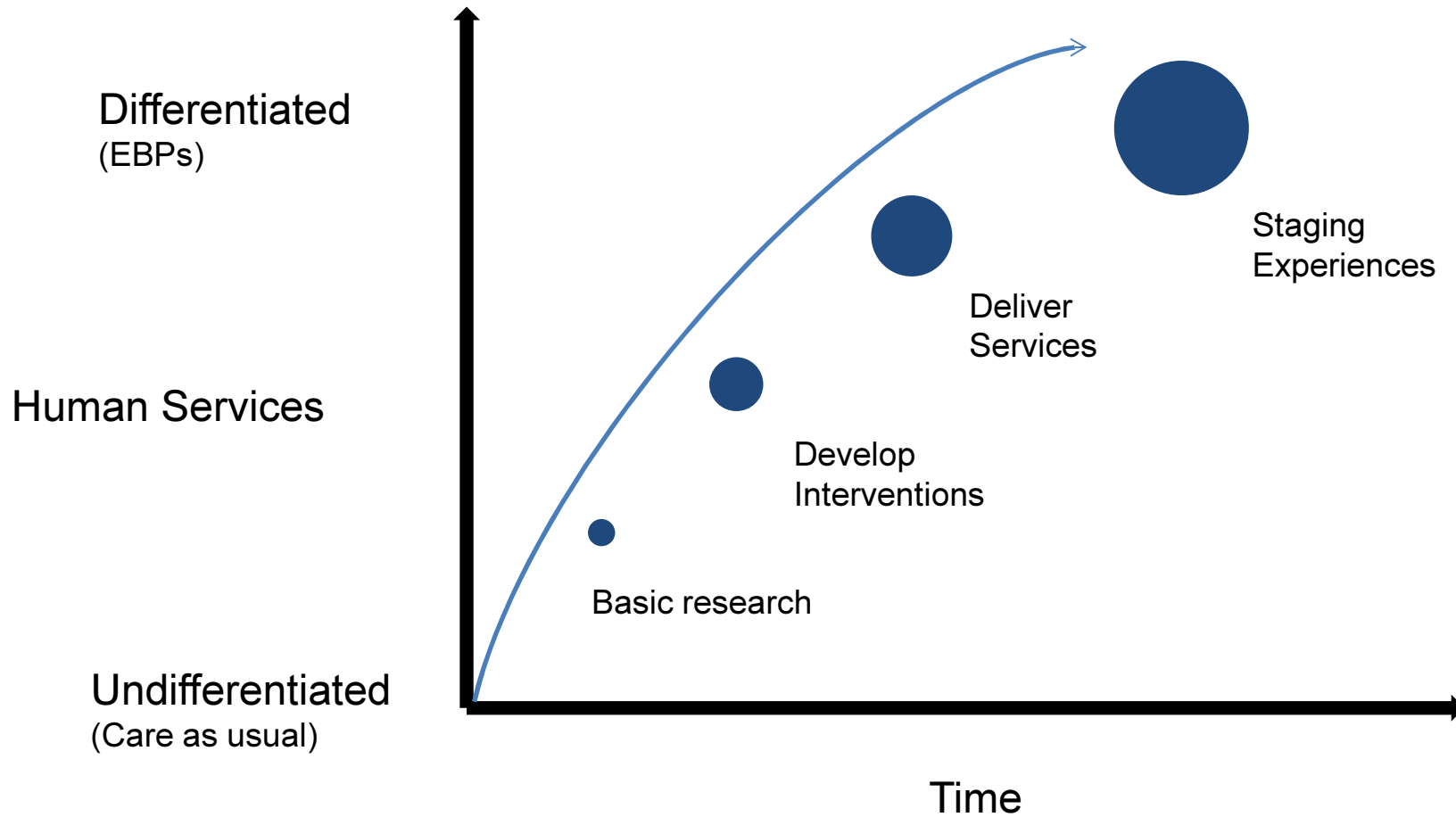
Triple P Implementation Framework



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

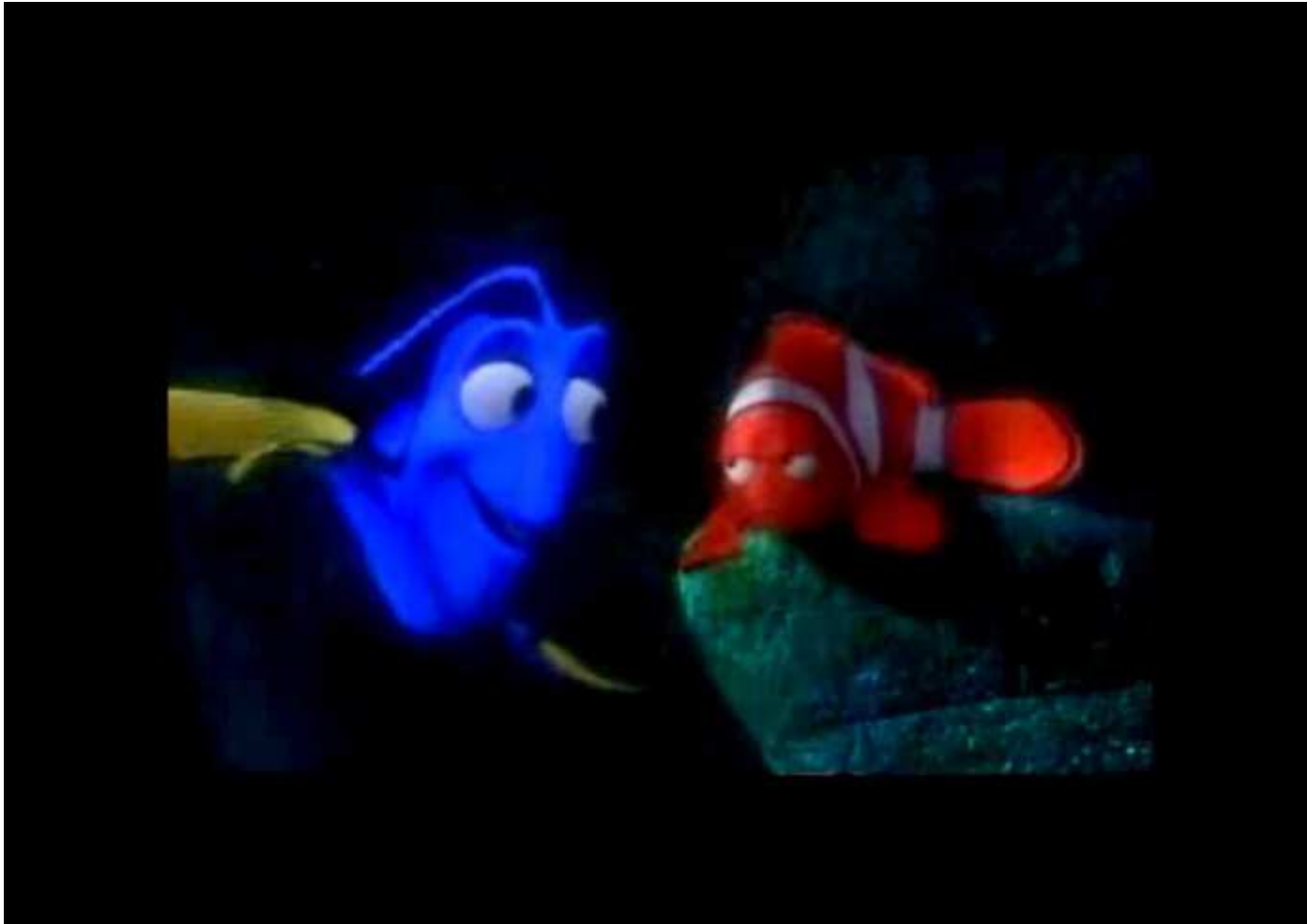
Share buttons for Facebook, Twitter, and Google+.



Lost Fisherman Rescued After 18 Hours at Sea
ABCNEWS.com

NEXT VIDEO
New Details Emerge In California Prison Escape

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.