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/všŒ} µ Ÿ}v



Z]o Œ v ~ & u]o] • š Z Ç -½Z]vo QEPv}[•š}, }•Ø√Б]ššo šZ o-](•)Œv] À o $OE]vPZ\}\mu \bullet (\CEZ]o to(OE ~ \bullet X dZ] \bullet \V (\SZ$ ^ $CE \dot{A}$] •[\check{s} $CE P \check{s}$ +} $CE \check{s}$ • \check{s} }]u % CE} \dot{A} \check{s} Z o] \dot{A} • }(Z]o CE v v (• C • š u X dZ u]••]}v }(šZ]• ^d} À v šZ + ŸÀ -]u‰o‰uŒšŸ̈̈} v {{0} Z]o Œ v v (u]o] •]vÀ}oÀ Á]šZ šZ Z]o Á o(Œ •Ç•š uX <u>ÁÁÁX ð Á</u> ‰ **O**E PÀ] • • OE Z o š • } (‰ OE } P OE u • š Z š v šZš• ŒÀ Z]o Œv v (u]o]•]vÀ}oÀ Á]šZšZ Z]o Áo(Œ (Ι (Œ) u μ • Œ • Á •) š] v U] š u o Œ šZ š μ • Œ • v šZ u $\mu \bullet$ šZ À \bullet š u $\}\mu\nu$ š $\}(\]\nu(\}OEu\ \ddot{Y}\}\nu$ À]o o $\}\nu$ šZ Á \bullet]š X $\dot{A} \circ \%$ $\dot{V} = \dot{V} \cdot \dot{V$]u‰o u vŸvP v • μ •š]v]vP šZ μ • }(šZ}• ‰Œ Ÿ •]v }uu μ v]šÇ dZ]• $P\mu$] \acute{A} • CE \check{S} \check{S} u% v]v \check{S} \check{S} \check{S} \check{C} \check{C} \check{C} \check{C} u CEP]vP } Ç }(CE • CE Z Iv}Áv •]u‰o u vš Ÿ}v •] v v }v o \check{s} Zv] o $\bullet \bullet] \bullet \check{s}$ v $+ OE\check{s} \bullet \check{A}] \check{s}Z$ $\} \mu v \check{s} \check{C}$ Z] o \check{A} o (OE $\bullet \check{C} \bullet \check{s}$ $u \bullet X$ u] v • Z}o ŒoÇ šÆš• À]o o }v šZ š}‰] }(]u‰o u vš • %]. ooÇ (} CE Z]o Á o(CE u]v]• š CE š} CE• v • }] o • CE À] • 9 Á} Œ | | v P Á | š Z Z | o Œ v v (u | o | • | v š Z Z | o Á o (Œ • Ç • š u X } v Œ š] v (} Œ u Ÿ } v š Z š Z] o Á o (Œ •Ç•š u• Œ}•• š Z v Ÿ } v š} À ομ š ÁZ š šZ] Œ •Ç•š u ν •U Æ u] ν ÁZ š ‰Œ} PŒ u• Œ]νΡ μ•]ν šΖ]Œ •Ç•š uU u l]•]}ν• }μš ÁΖ] Ζ ν Á ‰Œ}ΡŒ U ν ‰ον (}Œ]u‰οu νš Ϋ}ν ΫÀ]ϔ •Χ Εμυ Œ}μ• Œ •}μ OE (OE v $\S Z OE \} \mu P Z \} \mu \S \S Z] \bullet P \mu] \% \% OE$] [$\S Z OE \} \mu P Z \} \mu \S Z S Z OE$ š Œu•X

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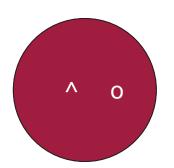
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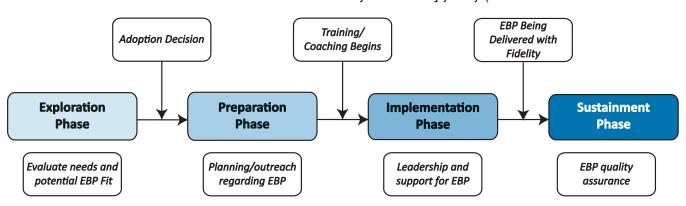
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dZ W/^ (CE u Á}CEIZ-• Æββωσε) επω ZŸ) ν U W CE ‰ CE Ÿ} ν U /u‰o u vš Ÿ ν Æ u] ν • } ν š Æ š μ ο (š } CE • š š Á } ‰ CE] u } ΦΕ ές CE Å} ΦΕ ΦΕ ΦΕ μ ε ν CE • ο CE P CE U } L ν Æ š CE ν ο U (š } CE • š Z š ν] š Z CE • μ ‰ % } CE š } CE • } μ ν š Ç } CE ο } ο ‰ } ο]] • U (μν] ν P ν u ν š • U ν] γ ΦΕ ΦΕ ν] λὶν εκ δ CE ‰ CE • ν š • Á Z š Á ¶ š ZZ] ‰ ‰ ω υν μ ν P š Ç } CE } CE P ν] ὶ ϔ } ν š Z š] •] u ‰ ο u • • š 8 ν P U ‰ } ο]] • ν ‰ CE } μ CE • U ν } CE P ν] ὶ ϔ } ν ο μο š μ CE CE À] Á CE] G Ç Z CE U Á] š Z u } CE š] ο Æ u] ν ϔ } ν] ν š Z ν Æ

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] vŸ. Ÿ}v •š ‰U }Œ]š u Ç v •• ŒÇ š} Z À šZ PŒ}μ‰ À}š }À Œ Ÿu U ÁΖ] Ζ Œ š} (} μ• }ν .Œ•šΧ KšΖ Œ Œ • ν] • Z o‰ (μo š} Z À •μ ••] v •] v Po Œ v } u } v. vš] v š z % Œ } •• (} Œ š Œ Ç] v P š } Œ •• • À Œ ο Œ ••] u μ ο š v } μ • ο Ç Σ •š ‰] v À } o À • o } } I] v P] v š] o š š Z μ Œ Œ v š • Ç • š u ν ‰ Œ } OE o š š} šZ ‰ OE} o u OE X &} OE Æ u‰ o U]v šZ • v OE]} P]À tZÇ \tilde{n} d]u • _ }Æ }v šZ % Œ À]} μ • % P U šZ]• Á} μ o vš]o Æ u vPP]vP o] vš•]v L Œ Œ • ŒÀ] •X • }v šZ] vŸ. Ÿ}v • š I Z } ο Œ • u Ç] vŸ. š} i }] v š Z] u‰ ο u vš Ÿ } v PŒ } μ‰ X $OE \% OE \bullet vš \ddot{Y} \dot{A} (OE \} u \bullet \mu \bullet \check{s} v \qquad \mu \bullet \quad OE \dot{A}] \quad \bullet \quad Z \} \mu o \qquad \bullet I$ š} i}]v

(ομνο šZ Z À]}Œ o v • }(šZ () CE CE P]À CE•X

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 $dZ v Æš •š ‰]• š Œu]v]vP šZ .š }($ Z ‰ \check{s} Z ^ o \ddot{Y} V ' μ] () OE $W \bullet [-v\% \%] ov [•tHe o (<math>\acute{o}$ OEx Æš Œνο }u‰ [Ÿ D]o](š ÇEoν Uš U~ <ÇŒ] I] }μU îììð X Z À vš P^ο Ϋ́}ν 'μ¼^ο Ϋ́}ν 'μ] t}Œ<u>‰ ‰ š</u> μÆ Çô }u‰ **ႃႛႃႚ₀ၧၟၣၟၟၟ** PŒ }μ‰ }Œ •μ }uu]© V]š v o•} x < v}Áo P Œ $\langle \mu \rangle$ Υ uÀ vΥ o] v] À] μ o• Á] š Z š Z Œ• μ oš• } u ‰ Œ]o]šÇ } (u), Œ, š• š]o]v š°Zo Ÿ}v Uμ]o}vP Á]šZ šZ • Ÿ /v]Ÿ}vU μŒ]vP šZ Ɖo}ŒŸ}v WZ•U š }vš š Á]šZ Œ ‰Œ • vš ŸÀ • (Œ}u šZ % Œ (Œ oÇ %Œ}PŒ u À o}%Œ• }Œ šZ](šŒ ĮVĮVP • tš} Œ I→ v P Á] š Z W Œ } P Œ €‰ ‰ À o Æ ™ to E •

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IÇ]v]Ÿo.∙š‰]v.šZ. W.OE.•%LoEQEv.PŸ}ov.W.ZQEv,•Zv]]‰,}vµ.QEu]vP.šZ.š.OE.o]v]À]μο•Á Œ v}š ‰ Œš }(šZ /u‰o u vš Ÿ}v d u μŒ]vP šZ v •• ŒÇ (}Œ šZ š u š} ŒŒ vP š} u š Á]šZ Z o ŒUŒ Œ •μοš•U ν Œ •• νÇ }ν Œν• šZ š šZ Ç u Ç Z À X t]šZ}μš š. À CEÇ |8 μοš (} CE | u‰ο u vš Ÿ } v } (v Á ‰ CE Ÿ š} } μ CEX /š •μ‰ ŒÀ]•}ŒU ν (Œ}νš o]ν Á}ŒΙŒ •쉉}Œš (}Œ]u‰o u νš ϔ} š}}o•V]v(}Œu Ÿ}v }v šZ• š}}o•]• À]o o }v šZ Á•]š μν <u>QEE } γο • ~ Z •)Xu_</u>CE

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Implementation Team Membership Tracking Tool

Day-to-Day Child Welfare Liaison for Project (Key Contact) Other Key Child Welfare staff
Other Key Child Welfare staff
Other Key Child Welfare staff

D. Stakeholders

Appendix E1: Page 2 of 3

Selecting and Implementing EBPs

Ε.	External Providers/Contractors	

Appendix E1: Page 3 of 3

Selecting and Implementing EBPs



Exploration Worksheet

This is a sample format to track basic information essential to the Exploration Phase; it can be modified to fit individual needs. It may be used with the Implementation Team during initial meetings or prior to the creation of the Implementation Team to help guide its formation.

Note: A PDF version that can be typed into and saved is available on the CEBC website:

vww.cebc4cw.org/implementing-programs/tools/technical-assistance-materials/
sion of who will be involved (county level, partners in the county, region/geographic area,
Will this be a countywide or regionalized effort?
Who do you see being involved in this? Who are the stakeholders from within the county and who would partner with the county that would be involved?
Do you foresee challenges in engaging community-based organizations (CBOs) or other partners in this process?

Brief explanation of your agency and leadership's motivation for starting the Exploration Phase

What do you hope to accomplish throughout this process?

	Briefly discuss and review the process for achieving these goals:
Inform	nation on any major linkages with other public service sectors (e.g., Probation, Mental Health
	What joint projects, requests for proposals (RFPs), etc., are in place or projected to be in place that may impact this effort?
	nation on existing evidence-based practices (EBPs) and ones that have been identified as vilities for implementing in the county Are you aware of any EBPs already in use within your county? If yes, please list them.
	How would you find additional information about what is currently in use?
	Have there been previous attempts to implement EBPs in the past?

	Are there any specific EBPs for implementation that you have in mind?
Recent	or upcoming changes to the system
	Are there any upcoming changes to the system that might impact the assessment process or implementation of a new practice?
Review	of timeline and personnel
	What is your timeline for this effort?
	Who will be leading this process? Are they at a level where they will be able to generate staff/stakeholder buy-in?



Identifying and Clarifying the Problem

Note: A PDF version that can be typed into and saved is available on the CEBC website: http://www.cebc4cw.org/implementing-programs/tools/technical-assistance-materials/
What is the primary problem? (2-3 sentences)
What data do you have to help understand the problem and its causes?
What do you think the main factors are that drive it?
What are you currently doing to address the problem?
Using the existing data, review the following areas:
Target Population
1) Who is affected?

2)	What are the ages of the children impacted?
3)	Is it disproportionally impacting certain racial or ethnic groups or other specific demographic groups (special needs, medically fragile, etc.)?
	ne Frame When in the child welfare process is it happening (before child welfare involvement, at referral, reunification, etc.)?
	cation Is there a geographic area that is most affected by the problem? (clustered in one region of the county, spread throughout, etc.)?
6)	What type of delivery setting is most conducive to the area identified above (in home, school based, clinic based, etc.)?



Identifying Potential Solutions

A. List key words that describe the program you are looking for:

B. List the relevant CEBC topic areas to examine: http://www.cebc4cw.org/search/topic-areas/

C. List of Potential Programs – Using the table on the next page, fill in the basic information from the CEBC as a starting point for discussion. List one program per row. Feel free to make copies of the table if more than two programs are being considered.

Note: A PDF version that can be typed into and saved is available on the CEBC website: http://www.cebc4cw.org/implementing-programs/tools/technical-assistance-materials/.

Sele	Program Name	Brief Description	Goals	Target Population	Rating
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Selecting and Implementing EBPs					
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© Apr. 2015 CEBC, www.cebc4cw.	Notes:				
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Selection Guide Worksheet

Use this worksheet to document information discussed while reviewing the CEBC Selection Guide for EBPs in Child Welfare [Appendix E7].

Note: A PDF version that can be typed into and saved is available on the CEBC website: http://www.cebc4cw.org/implementing-programs/tools/technical-assistance-materials/

Area	Program Name:	Program Name:	Program Name:	
Ease of Use				
External Compatibility				

Area	Program Name:	Program Name:	Program Name:	
Financial Consideration				
Consideration				
Internal				
Compatibility				
Knowledge Required				

Area	Program Name:	Program Name:	Program Name:	
Match of Skill Set				
Observability of				
Benefits				
Poinvention /				
Reinvention/ Adaptability				

Area	Program Name:	Program Name:	Program Name:
Risk			
Training/Support			
Trialability			



Funding Stream Inventory Worksheet

Sample table:

Funding Source and Description	Opportunities	Potential Problems	Comments/Follow-Up Steps
Example: Community-Based Child Abuse Prevention (CBCAP) Established by <u>Title II of the Child Abuse</u> Prevention and Treatment Act Amendments of 1996. The purpose of the CBCAP program is: (1) To support community-based efforts to develop, operate, expand, enhance, and coordinate initiatives, programs, and activities to prevent child abuse and neglect and to support the coordination of resources and activities to better strengthen and support families to reduce the likelihood of child abuse and neglect; and (2) To foster understanding, appreciation and knowledge of diverse populations in order to effectively prevent and treat child abuse and neglect.	Use for primary and secondary prevention Allocation based on population from the state to the counties (min. 20,000 people)	It can ONLY be used for primary and secondary prevention	Identify Contact person for CBCAP funding and involve them in conversation as to feasibility of converting current services funded by CBCAP to the potential Evidence-Based Practice(s) (EBP).
Example: Targeted Case Management (TCM) The TCM program reimburses participating counties for the federal share of costs (typically 50%) for case management services provided to Medi-Cal beneficiaries in specific target populations	It can be used to fund direct services.	Need more information and need a contact person.	Identify contact person for TCM that can provide additional information on whether the chosen EBP can be funded with TCM.

On the next page is a blank page that can be copied so that more than two potential funding sources can be listed.

Note: A PDF version that can be typed into and saved is available on the CEBC website: http://www.cebc4cw.org/implementing-programs/tools/technical-assistance-materials/

Funding Streams Inventory Worksheet

Funding Source and Description	Opportunities	Potential Problems	Comments/Follow-Up Steps