

PRIMER HANDS ON- CHILD WELFARE

**TRAINING FOR CHILD WELFARE STAKEHOLDERS
IN BUILDING SYSTEMS OF CARE**

TRAINING GUIDE

MODULE 1 Purpose and Organization

**A Skill Building Curriculum
By Sheila A. Pires**

**In Partnership with Katherine J. Lazear, University of South Florida, and
Lisa Conlan, Federation of Families for Children's Mental Health**

**Based on
Building Systems of Care: A Primer
By Sheila A. Pires
Human Service Collaborative
Washington, D.C.**

Sponsored by the National Child Welfare Resource Center for Organizational Improvement, University of Southern Maine, in partnership with the National Technical Assistance Center for Children's Mental Health, Georgetown University, and the National System of Care Technical Assistance and Evaluation Center, Caliber/ICF, with funding from the Administration for Children and Families, U.S. Department of Health and Human Services.

Table of Contents

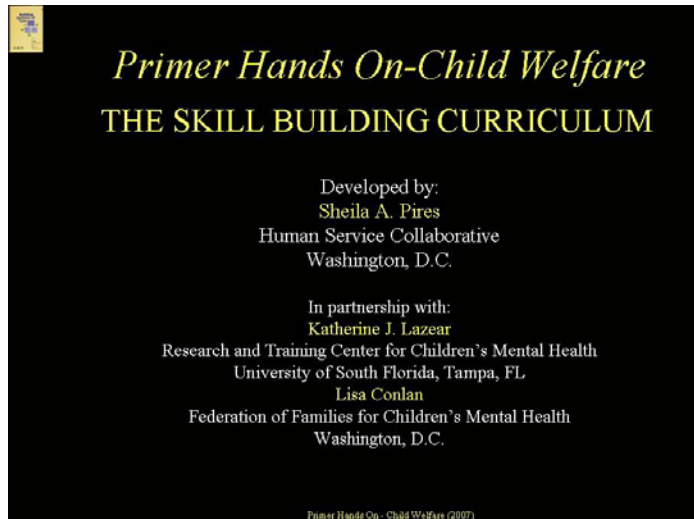
Table of Contents	1.2
Curriculum Content	1.3
Module 1 – Purpose and Organization of Primer Hands On-Child Welfare	1.4
Purpose	1.4
Ways to Use	1.5
Components	1.6
Target Audience	1.7
Objectives	1.8
Training Methods	1.9
Strategic Framework	1.9
Elements of Strategic Planning	1.10

CURRICULUM CONTENT

Welcome and Introductions

Welcome to *Primer Hands On-Child Welfare*.

SLIDE 1



We'd like to acknowledge the sponsors of *Primer Hands On-Child Welfare*, including: the Administration for Children and Families, U.S. Department of Health and Human Services, which funded the project; the National Child Welfare Resource Center for Organizational Improvement, University of Southern Maine, which sponsored the development of the curriculum, in partnership with the National Technical Assistance Center for Children's Mental Health, Georgetown University, and the National Systems of Care Technical Assistance and Evaluation Center, Caliber/ICF. Sheila Pires of the Human Service Collaborative wrote the curriculum in partnership with Kathy Lazear of the Research and Training Center for Children's Mental Health at the University of South Florida and Lisa Conlan with the Federation of Families for Children's Mental Health.

Trainer's Notes

Goals

This opening bloc of time is set aside for welcoming participants and introductions.

Method

Large group facilitation

Training Aids

Microphone if necessary; name tags or tent cards (placards); slide 1

Approximate Time

No more than 30 minutes

The lead trainer welcomes the participants to *Primer Hands-On Child Welfare*, introduces herself/himself and her/his co-trainers, and allows the participants to introduce themselves, indicating where they are from and their respective roles in building systems of care. Each person can only take a minute or two. If necessary, to move it along, remind participants that they will have more chances to get to know one another in both structured and unstructured settings during the day(s).

Point out the diversity and breadth of experience represented by participants and that everyone's expertise will be drawn on throughout the training.

Acknowledgement should be made of the sponsoring organizations of the training you are conducting, as well as those listed on the cover sheet and those who developed the training materials.

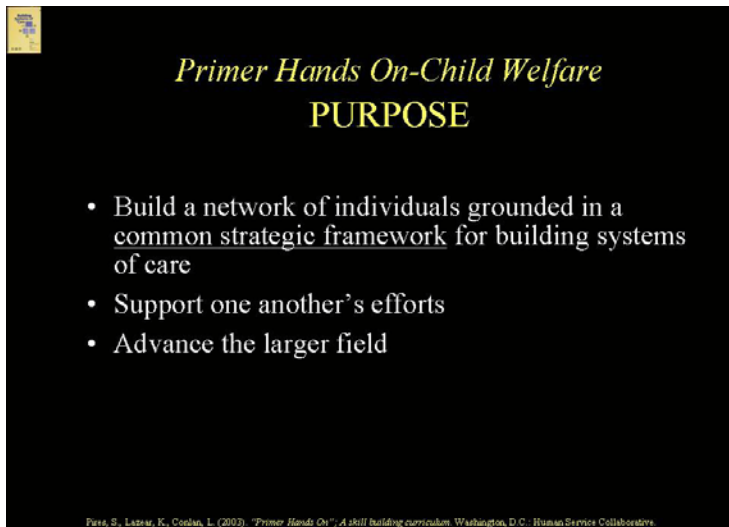
Address any housekeeping items (i.e., parking passes, restrooms, lunch arrangements, sign-in sheets, CEU's, etc.).

MODULE 1

Purpose and Organization of *Primer Hands On-Child Welfare*

Purpose

SLIDE 2



Primer Hands On-Child Welfare is intended to build a network of individuals involved in building systems of care who are grounded in a common strategic framework (i.e., that adapted from *Building Systems of Care: A Primer* and applied to child welfare) and who can provide ongoing support to one another and to the larger field to advance system-building efforts. Increasingly, a system of care approach is being adopted by national leaders in child welfare and by States and communities as a means to produce better outcomes for children, youth and families involved, or at risk for involvement, in child welfare. Systems of care are a fundamentally different approach from usual practice in child welfare. At the heart of systems of care in child welfare is a belief that to achieve good outcomes – such as those articulated in the Child and Family Services Review (CFSR) process – child welfare must provide leadership to engage critical partners, including families and youth themselves, other systems that serve children, youth and families, natural helping networks in communities, providers, and other stakeholders. The types of practice changes and system restructuring required in a system of care approach necessitate a collaborative process. The system of care approach requires child welfare to build strategic alliances with many different stakeholders, including families and youth themselves, to implement a different practice

Trainer's Notes

Goals

This bloc of time allows you to review the purpose and components of *Primer Hands On – Child Welfare* as described in the Introduction and Overview Section of the skill-building curriculum.

Use this time to discuss the organization of the training session by briefly reviewing the agenda, and determine from participants whether they are clear about the purpose and organization.

Method

PowerPoint
Presentation/didactic

Training Aids

Microphone if necessary; projector, laptop computer, screen; slides #1-9; participant training manual; agenda

Approximate Time

15 min.

Expected Outcomes

At the end of Module 1, participants should be familiar with:

- 1) Purpose of *Primer Hands On-Child Welfare*
- 2) Components of *Primer Hands On-Child Welfare*
- 3) Target Audience for *Primer Hands On-Child Welfare*
- 4) Objectives of *Primer Hands On-Child Welfare*
- 5) Training methods for the capacity building session(s)
- 6) *Primer Hands On-Child Welfare's* strategic orientation

model, and change the ways systems are organized. Systems of care also require system builders to think strategically about the pros and cons of different structural and practice change approaches, in addition to being strategic about the collaborative process to implement these changes. *Primer Hands On-Child Welfare* is intended to help strengthen the capacity of system builders, concerned about children, youth and families in and at risk for involvement with the child welfare system, and concerned about meeting the types of outcomes called for in the CFSR process, to operate strategically in the work of building systems of care.

Ways to Use *Primer Hands On-Child Welfare*

SLIDE 3

Ways to Use
Primer Hands On-Child Welfare

- As a self-contained, intensive two-day training covering all Modules: provides an overall strategic framework;
- As separate training sessions on individual Modules: allows in-depth focus on a given area;
- As material that can be drawn on by technical assistance providers/consultants: supports targeted technical assistance.

Farr, S., Latta, K., Conlan, L. (2003). "Primer Hands On": A skill building curriculum. Washington, D.C.: Human Service Collaborative.

Primer Hands On-Child Welfare is designed to be utilized in a number of ways. The entire *Primer Hands On-Child Welfare* curriculum can be presented in an intensive two-day training. The full two-day training presents a considerable amount of material and is designed to provide an overall strategic framework for building systems of care. Alternatively, each module may be presented in a separate training session, allowing for more of an in-depth focus on a given area. However, the modules are designed to build on one another. The first three modules lend themselves to orienting stakeholders to system of care history, values, principles, and operating characteristics. The remaining modules address particular system of care functions, such as planning, governance, financing, etc. and can be selected based on where a particular State or community is in its system-building process. *Primer Hands On-Child Welfare* also is designed to support technical assistance providers and consultants, who may wish to draw on material from the curriculum to support targeted technical assistance efforts. For example, materials can be used from *Primer Hands On-Child Welfare* to support technical assistance in such

Trainer's Notes

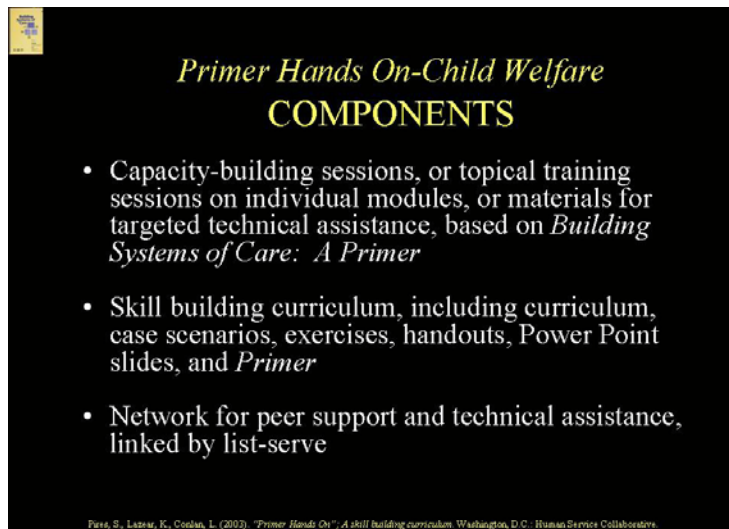
It is important for the trainer, along with the sponsorship, to assess the skills and knowledge of the intended audience to determine whether the curriculum should be presented in its entirety, over two days, or conducted over a longer period of time. If you are providing training on specific modules, it is important that the audience is knowledgeable about the preceding modules as many of the topics build from previous modules.

areas as engaging families and youth, financing, development of governance or system management structures and the like. It is incumbent upon trainers and technical assistance providers to consider *strategically* how best to use *Primer Hands On-Child Welfare* for any given situation

Trainer's Notes

Components

SLIDE 4



Orient participants to all of the components, including the training materials, that comprise *Primer Hands On-Child Welfare*.

The components of *Primer Hands On-Child Welfare* are:

- A two-day capacity-building session, or topical training sessions on individual modules, or materials for targeted technical assistance, based on *Building Systems of Care: A Primer*;
- A skill building curriculum, including: the curriculum itself; case scenarios; exercises; handouts; PowerPoint slides; and *Building Systems of Care: A Primer*; and
- A network for peer support and technical assistance, linked by list serve.

Target Audience

SLIDE 5

Primer Hands On-Child Welfare
TARGET AUDIENCE

System Builders: All stakeholders providing leadership in building systems of care for children, youth and families involved, or at risk for involvement, in the child welfare system.

E.g., families, youth, County managers and State administrators, providers, CASA volunteers, law enforcement personnel, judges, frontline workers, supervisors, researchers, natural helpers, guardian ad litem, etc.

Ferre, S., Lester, K., Costin, L. (2006). *Primer Hands On-Child Welfare: A skill building curriculum*. Washington, D.C.: Human Events Collaborators.

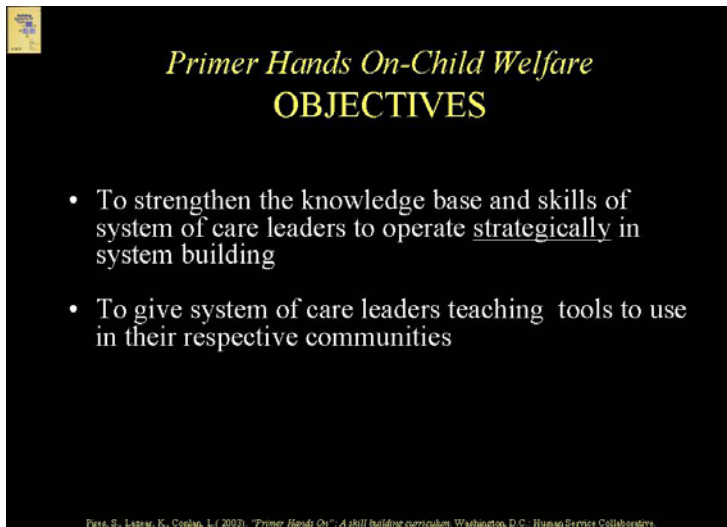
Trainer's Notes

Building systems of care requires trained leadership across multiple stakeholder groups.

The target audience for *Primer Hands On-Child Welfare* is “system builders”, that is, all stakeholders providing leadership in building systems of care for children and families involved, or at risk for involvement, in the child welfare system. This includes stakeholders at national, State, Tribal, local, and neighborhood levels – families, youth, providers, natural helpers, frontline staff, supervisors, county managers and State administrators, judges, Court Appointed Special Advocates, guardians ad litem, law enforcement personnel, policy makers, researchers and evaluators, technical assistance providers and advocates – who can provide leadership in building systems of care for children, youth and families involved, or at risk for involvement, in the child welfare system.

Objectives

SLIDE 6



The objectives of *Primer Hands On-Child Welfare* are:

- To strengthen the knowledge base and skills of system of care leaders to operate *strategically* in system building; and
- To give system of care leaders teaching tools to use in their respective communities.

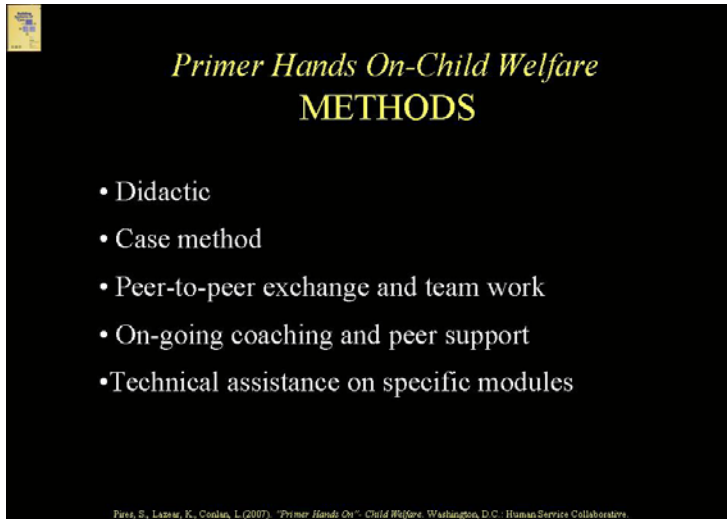
Primer Hands On-Child Welfare is a capacity building resource designed to build on and enhance the knowledge and skills of participants and give them system building tools to use back in their own communities and States. Participants are expected to use what they have learned to build the capacity of others in a strategic approach to system building, and will leave the session(s) with copies of the curriculum itself, all of the PowerPoint slides from *Primer Hands On-Child Welfare* on a compact disk, case scenarios, exercises, handouts, questions for team work, list serve access instructions, and a sample evaluation form.

Trainer's Notes

Remind participants that, while they are encouraged to use *Primer Hands On-Child Welfare* materials back in their own States and communities, they do need to reference appropriately the materials used.

Training Methods

SLIDE 7



Primer Hands On-Child Welfare
METHODS

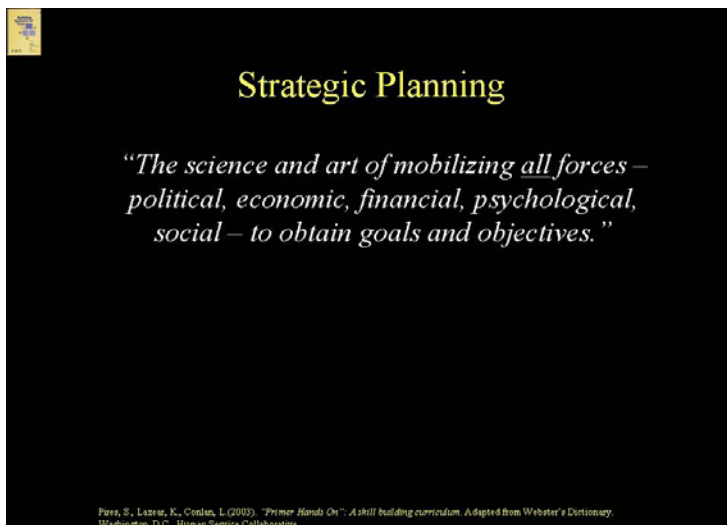
- Didactic
- Case method
- Peer-to-peer exchange and team work
- On-going coaching and peer support
- Technical assistance on specific modules

Ferr, S., Lazrus, K., Conlan, L. (2007). "Primer Hands On". Child Welfare, Washington, D.C.: Human Services Collaborative

The training methods utilized in *Primer Hands On-Child Welfare*, include: didactic presentation; a case method approach; peer-to-peer exchange and team work; and, ongoing coaching and peer support. The training combines didactic material with small team work and large group discussion, using case scenarios and questions for guided discussion in team meetings and large group discussions. Throughout the session(s), attention is paid both to content and process issues.

Strategic Framework

SLIDE 8



Strategic Planning

“The science and art of mobilizing all forces – political, economic, financial, psychological, social – to obtain goals and objectives.”

Ferr, S., Lazrus, K., Conlan, L. (2007). "Primer Hands On". A skill building curriculum. Adapted from Webster's Dictionary, Washington, D.C.: Human Services Collaborative

Trainer's Notes

Orient participants to the training methods that will be used. The full two-day *Primer Hands On-Child Welfare* training seeks to strike a balance between didactic and interactive methods. Some segments, such as the first morning, are more didactic than others, while others rely to a greater extent on group activities. One expectation is that those who receive *Primer Hands On-Child Welfare* training will increase their own efforts to train and coach relevant material, in whole or part, from *Primer Hands On-Child Welfare*.

Operating strategically is at the core of building systems of care. Emphasize with participants that *Primer Hands On-Child Welfare* is intended to help them think strategically about how to operationalize and advance systems of care.

Building systems of care is inherently a strategic process. Strategic planning is defined by Webster's Dictionary as "*the science and art of mobilizing all forces – political, economic, financial, psychological – to obtain goals and objectives*". This is terminology that comes out of warfare! It assumes that there is clarity about goals and objectives. Creating that clarity and mobilizing "all forces" are key roles that system builders play. This training is intended to provide a strategic framework to support system builders in these roles.

The National Child Welfare Resource Center for Organizational Improvement (NRCOI) has developed technical assistance materials to support States and communities in implementing CFSR process expectations and Program Improvement Plans (PIP). These include material related to strategic planning, which the Center defines as:

- A continual process for improving organizational performance by developing strategies to produce results.
- Planning is strategic when it focuses on what the agency wants to accomplish (outcomes) and on how to move the agency towards these larger goals.
- Strategic planning involves engaging all stakeholders and
- Communicates the agency's mission and goals to the public.

Elements of Strategic Planning

SLIDE 9

Elements of Strategic Planning

- Strategic planning is a continual process for improving organizational performance by developing strategies to produce results.
- Planning is strategic when it focuses on what the agency wants to accomplish (outcomes) and on how to move the agency towards these larger goals.
- Strategic planning involves engaging all stakeholders.
- Strategic planning communicates the agency's mission and goals to the public.

Source: National Child Welfare Resource Center for Organizational Improvement, Child and Family Services Review Technical Assistance.

Another resource that reinforces a strategic framework for building systems of care in child welfare is *Building the Infrastructure to Support a Child Welfare-Driven System of Care: A Guide for Communities*, developed by the National Systems of Care Technical Assistance and Evaluation Center at Caliber/ICF.

Trainer's Notes

NRCOI's CFSR Technical Assistance Document is available at: <http://muskie.usm.maine.edu/helpkids/cfsrta.htm>

Building the Infrastructure to Support a Child Welfare-Driven System of Care: A Guide for Communities is available from the National Systems of Care Technical Assistance and Evaluation Center at Caliber/ICF.

This is the last slide in Module 1. Be sure to ask participants if they have any questions about the structure of the training day(s) or purpose of the training.