

PRIMER HANDS ON – CHILD WELFARE

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

TRAINING GUIDE

Acknowledgments, Introduction and Overview

**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.

Acknowledgments

We would like to thank the federal Children’s Bureau for their support of this project. In particular, acknowledgments are due to Jan Shafer, Patsy Buida, Pam Johnson, Fern Blake and Jason Bohn. Their many suggestions, as well as those they elicited from their colleagues, helped to enrich the curriculum and make it particularly relevant to the child welfare community.

We especially want to thank Steve Preister of the National Resource Center for Organizational Improvement (NRCOI) and Jan McCarthy of the National Technical Assistance Center for Children’s Mental Health, who envisioned and provided the leadership for this effort. We also appreciate the involvement of Janet Griffith and Nicole Broussard of Caliber/ICF and the support of Peter Watson of NRCOI. Anne Marie Byrne at NRCOI did a great job of assembling a glossary, a web resource list, and a list of acronyms.

We received much useful feedback from those who participated in the pilot “Training of Trainers” for *Primer Hands On-Child Welfare*, including family members, those representing the various Resource Centers funded by the Children’s Bureau, State and local representatives from Region III, and representatives from the Children’s Bureau.

Finally, we wish to thank the many States, Tribes and communities from which we drew our examples for *Primer Hands On-Child Welfare*; their efforts are producing better systems of care for children, youth and families involved, or at risk for involvement, in the child welfare system.

Sheila A. Pires
Human Service Collaborative

Katherine J. Lazear
University of South Florida

Lisa Conlan
Federation of Families for Children’s Mental Health

Table of Contents

Acknowledgments	ii.
Table of Contents	iii.
Introduction and Overview	iv.
What is <i>Primer Hands On-Child Welfare</i>?	iv.
Target Audience	iv.
Purpose	iv.
Objectives	iv.
Method	v.
Ways to Use <i>Primer Hands On-Child Welfare</i>	v.
Two-Day Skill Building Session	v.
Training Team	vi.
Materials	vi.
Sample Agenda	vii.
Accessing the Web-Based Version	viii.

Introduction and Overview

What is *PRIMER HANDS ON-CHILD WELFARE*: *Primer Hands On-Child Welfare* is a capacity enhancement initiative for leaders involved in building systems of care for children, youth and families involved, or at risk for involvement, in the child welfare system.* The components of *Primer Hands On-Child Welfare* include: a skill building curriculum adapted from *Primer Hands On: Skill Building in Strategy for System of Care Leaders*¹, which is a training curriculum based on the organizing framework and strategic approach to building systems of care that is described in *Building Systems of Care: A Primer*²; trainer's notes, to guide trainers in use of the curriculum; a compact disk with all of the slides used throughout the entire curriculum; and, an ongoing network for peer support and technical assistance linked via LISTSERV.

Target Audience: The target audience for *Primer Hands On-Child Welfare* is “system builders”, defined as all key 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.

Purpose of the *Primer Hands On-Child Welfare* Curriculum: The purpose of *Primer Hands On-Child Welfare* is to provide a tool to system builders that strengthens their own abilities to think and operate strategically in building systems of care and that they can use with other stakeholders in their respective system building activities. A system of care approach is being advanced by national leadership in child welfare, as well as in other systems serving children, youth and families, and, increasingly, is being adopted by States, Tribes and communities as an effective means to produce better outcomes for children, youth and families involved, or at risk for involvement, in multiple systems.

Objectives: The objectives of the curriculum are to strengthen the knowledge base and skills of system builders to operate strategically in system building by: 1) providing them with a strategic framework for system building; 2) strengthening their knowledge of the functions that

Trainer's Notes

You will find trainer's notes throughout the margins of this manual. The trainer's notes will include training tips for specific sections and suggested resources to enhance training examples and details, such as web sites, reports, and journal articles.

This section will familiarize you with the following:

- Purpose of *Primer Hands On - Child Welfare*
- Target Audience
- Objectives
- Method
- Capacity
- Materials
- Sample 2-Day Agenda
- Accessing the web-based version

* Note. “Families” includes all types of families, including birth, adoptive, foster, kinship, guardian and other arrangements that children, youth and families themselves identify as “family”.

¹ Pires, S., Lazear, K. & Conlan, L. *Primer Hands On: Skill Building in Strategy for System of Care Leaders*, 3rd Edition. 2005. Human Service Collaborative. Washington, D.C.

² Pires, S. *Building Systems of Care: A Primer*. 2002. National Technical Assistance Center for Children's Mental Health. Georgetown University. Washington, D.C.

require structure in systems of care and the elements of effective system building processes; and 3) strengthening critical thinking about the pros and cons of various system building approaches for children, youth and families involved, or at risk for involvement, in the child welfare system.

Method: The curriculum combines the following methods: 1) a didactic approach drawing on real world examples; 2) a case method approach utilizing system-building scenarios; 3) peer-to-peer exchange and team work reinforcing critical process elements; and 4) ongoing coaching and peer support to build a network of system of care strategists.

Multiple Ways to Use *Primer Hands On-Child Welfare*: *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, family and youth engagement, 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 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.

Capacity for Two-Day Skill Building Session: Each *Primer Hands On-Child Welfare* full two-day training, optimally, includes no more than 24 participants, representing diverse stakeholder perspectives. Prior to the two-day session, participants receive a letter confirming their participation and assigning them to a system building team (Team U-Metro City, Team S-Fairview County, or Team A-Heartland Project). Each team includes, optimally, no more than eight members. Each of the teams is assigned one of three case scenarios, which describe and become their “system of care sites” for the duration of the sessions. Because this is an intensive, interactive, “hands on” training that is heavily utilizing the three case scenarios and the team processes, participation needs to be limited to a

Trainer’s Notes

Although each module can be trained independently, care should be taken to ensure participants have the prerequisite knowledge and background for each topic area. This may require training some of the modules sequentially as presented in the *Primer Hands On – Child Welfare Curriculum*.

Prior to the training session(s), participants receive an introductory letter, a copy of *Building Systems of Care: A Primer*, and, the three case scenarios with the questions they will be using during the training session. It is important for participants to read their assigned case scenarios/community stories before the training begins so that they are familiar with “their” communities beforehand and can work efficiently during team meetings. It is also courteous to provide participants ahead of time with a copy of the agenda and list of participants.

Note that the full two-day training is designed to be used with participants representing multiple States and communities and multiple stakeholders. Materials from *Primer Hands On-Child Welfare* can be customized for use with a single State or community, but the full two-day training is designed for leaders representing different stakeholders and different States/communities.

number conducive to small group interaction; at the same time, the group needs to be large enough to accommodate multiple stakeholder perspectives and large group discussion. The full two-day training is intended to be used with a diverse group of participants, representing different States/communities and stakeholder perspectives. Materials from *Primer Hands On-Child Welfare* also can be customized for use with stakeholders from one particular State, Tribe or community, but the full two-day training is designed for use with multiple sites and multiple stakeholder perspectives.

Training Team: The full two-day training, as well as individual module training, is intended to be delivered by a team of trainers and, historically, has included three trainers (a family member with expertise in family and youth engagement; an expert in cultural competence, frontline practice and process issues; and an expert in system organization and financing). At a minimum, the team should include a family or youth with experience in systems of care and another trainer, experienced with systems of care, who has particular in-depth knowledge of multiple system of care functions (such as financing, governance, service array, etc.). The team must also include expertise in process issues, as well as content. It also is important that team members have a solid knowledge of system of care examples from across the country.

Materials: Materials for *Primer Hands On-Child Welfare* include: *Building Systems of Care: A Primer* by Sheila A. Pires (published and distributed by Georgetown University National Technical Assistance Center for Children's Mental Health; copies available at thompson@georgetown.edu or on the web at: http://www.gucchd.georgetown.edu/programs/ta_center); the *Primer Hands On-Child Welfare Skill Building Curriculum*, including the curriculum itself, a compact disk with over 200 PowerPoint slides used throughout *Primer Hands On-Child Welfare*, three case scenarios, four exercise sheets, seven resource material handouts, questions for team work, LISTSERV access instructions to become part of the ongoing network for peer support and technical assistance, and the *Primer Hands On-Child Welfare* evaluation form.

Trainer's Notes

Trainers should feel comfortable drawing on their own experience and utilizing examples from their work in and with systems of care.

SAMPLE AGENDA FOR A TWO-DAY SKILL BUILDING SESSION

DAY ONE

8:00-8:30	Registration and Continental Breakfast
8:30-9:00	Welcome and Introductions
9:00-9:15	Purpose and Organization of <i>Primer Hands On-Child Welfare</i>
9:15-9:45	Context: System Building Definitions, History, Values and Principles, Characteristics
9:45-10:00	Exercise on Assumptions and Values
10:00-10:30	Process and Structure in System Building
10:30-10:45	Break
10:45-11:15	Cross-Cutting, Non-Negotiable Characteristics: Family/Youth Partnership and Cultural/Linguistic Competence
11:15-11:30	Exercise on Attitudes about Families and Culture
11:30-11:45	Process Instructions and Exercise Related to Team Work
11:45-12:45	Lunch
12:45-3:00	Planning, Governance, and System Management
	12:45-1:15 Introduction to the Topics
	1:15-2:15 Team Work (Team Meeting #1)
	2:15-3:00 Report Back and Group Discussion
3:00-3:15	Break
3:15-5:15	Outreach and Engagement; Organized Pathways to Services/Supports; Screening, Assessment and Evaluation; Service Planning
	3:15-3:45 Introduction to the Topics
	3:45-4:30 Team Work (Team Meeting #2)
	4:30-5:15 Report Back and Group Discussion
5:15-5:30	De-Brief Day One and Heads Up for Day Two

DAY TWO

8:00-8:30	Breakfast
8:30-8:45	Introduction to Day Two
8:45-11:45	Service Array and Financing
	8:45- 10:00 Introduction to the Topics
	10:00-11:00 Team Work (Team Meeting #3)
	11:00-11:45 Report Back and Group Discussion
11:45-12:45	LUNCH with Affinity Group
	<ul style="list-style-type: none"> • Family representatives • Youth representatives • State-level representatives • Local-level agency representatives • Providers
12:45-2:30	Provider Network, Natural Supports; Purchasing/Contracting
	12:45-1:15 Introduction to the Topics
	1:15-2:00 Team Work (Team Meeting #4)
	2:00-2:30 Report Back and Group Discussion
2:30-2:45	Break
2:45-3:45	Care Management; Utilization and Quality Management
	2:45-3:15 Introduction to the Topics
	3:15-3:45 Group Discussion
3:45-4:15	Brief Introduction to and Discussion of Other Functions (e.g., Human Resource Development, External and Internal Communication, Training and Technical Assistance, etc.)
4:15-4:30	De-Brief; Instructions for LISTSERV; Wrap Up

Trainer's Notes

This sample agenda for the two-day skill building session is provided for those trainers who are conducting the entire *Primer Hands On-Child Welfare* training in two consecutive days.

As noted in the Introduction, each module can be trained independently, as long as participants have the prerequisite knowledge and background for each topic area. When developing an agenda for independent sessions, carefully craft an agenda that is responsive to the developmental needs and readiness of the audience.

Whether training the entire curriculum or individual modules, a team approach to training is strongly recommended.

Lunch with Affinity Groups (e.g., family representatives, youth, State-level representatives, local-level representatives, providers, etc.) is an effective way to encourage participants to network and share.

Accessing the Web-Based Version: The web-based version of the *Primer Hands On-Child Welfare* curriculum is available for download at <http://www.nrcoi.org> and includes Word files of the modules and exercises so that you may add your own examples to individualize the presentation to be most effective for your audience. PDF files of modules, exercises and handouts are also available for ease in downloading and reviewing materials. *Be aware that whenever you make changes to the Word file, formatting and layout changes may occur. Changes may also occur when you open Word files because of differences in users' Word program styles and formatting.* We suggest that you use the Word files only if you are revising the materials, for example, by adding new State or local examples to illustrate content. Slides are presented in PowerPoint format only. Training materials needed for each module are accessible under “Trainer’s Notes - Training Aids.”

Click on the Primer Module and version (PDF or Word) you wish to open.

Module 1 – Purpose and Organization of Primer Hands On-Child Welfare – PDF

Module 1 – Purpose and Organization of Primer Hands On-Child Welfare – WORD

Module 2 - Context: System Building Definitions, History, Values, Principles and Characteristics – PDF

Module 2 - Context: System Building Definitions, History, Values, Principles and Characteristics - WORD

Module 3 - Process and Structure in System Building –PDF

Module 3 - Process and Structure in System Building - WORD

Module 4 – Cross-Cutting, Non-Negotiable Characteristics: Family/Youth Partnership and Cultural/Linguistic Competence – PDF

Module 4 – Cross-Cutting, Non-Negotiable Characteristics: Family/Youth Partnership and Cultural/Linguistic Competence - WORD

Module 5 – Planning, Governance and System Management – PDF

Module 5 – Planning, Governance and System Management - WORD

Module 6 – Outreach and Engagement, Organized Pathways to Service/Supports; Screening, Assessment and Evaluation; and Service/Support Planning; De-Brief Day One and “Heads Up” for Day Two – PDF

Module 6 – Outreach and Engagement, Organized Pathways to Service/Supports; Screening, Assessment and Evaluation; and

Service/Support Planning; De-Brief Day One and “Heads Up” for Day Two - WORD

Module 7 – Service Array and Financing – PDF

Module 7 – Service Array and Financing - WORD

Module 8 – Provider Network, Natural Supports; Purchasing and Contracting – PDF

Module 8 – Provider Network, Natural Supports; Purchasing and Contracting - WORD

Module 9 – Care Management, Utilization and Quality Management – PDF

Module 9 – Care Management, Utilization and Quality Management - WORD

Module 10 – Brief Introduction to and Discussion of Other Functions (e.g., Human Resource Development, External and Internal Communication, Training and Technical Assistance, etc.); De-Brief; Instructions for List Serve; Wrap Up – PDF

Module 10 – Brief Introduction to and Discussion of Other Functions (e.g., Human Resource Development, External and Internal Communication, Training and Technical Assistance, etc.); De-Brief; Instructions for List Serve; Wrap Up - WORD

Trainer’s Addendum – PDF

Trainer’s Addendum - WORD

Acronyms –PDF

Acronyms - WORD

Glossary – PDF

Glossary - WORD

Web Links – PDF

Web Links - WORD

LISTSERV Instructions – PDF

LISTSERV Instructions - WORD

Evaluation – PDF

Evaluation – WORD

Complete Primer Hands On – Child Welfare Curriculum – PDF

Complete Primer Hands On – Child Welfare Slides - PowerPoint