



The Annie E. Casey Foundation

Family to Family
Building Community Partnerships: Step by Step
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Some Considerations Regarding Community Partnerships and Self-Evaluation

1. The Public Child Welfare Agency (PCWA) should use data to determine neighborhoods to begin the F2F community partnership work. The focus should be on neighborhoods with the highest number of children with open cases in child welfare. Data would include:
 - Number of reports of child abuse and neglect in a year by geographic area within county.
 - Number of children with a substantiated abuse/neglect report during a year by geographic area within county.
 - Percentage of children with a substantiated abuse/neglect report during a year who reside in geographic area within county.
 - Number of children entering placement in a year by geographic area within county.
 - Number of foster homes (agency and private agency) by geographic area within county.
2. Child welfare agency establishes a mechanism for tracking the extent to which agency staff are informed about the community partnership work. This could include tracking when specific key steps are begun and completed for all staff; the number of staff who attend community partnership briefings; the number of middle managers who include community partnership discussions in regular meetings with staff, etc.
3. Child welfare agency would share data collected in this phase with staff. Middle managers and F2F coordinator would understand the rationale for collecting these data and be able to talk about these data with staff and community members with whom they work.

In planning to include community partners in all strategies, the Child Welfare agency should clearly specify information that is needed from each neighborhood partner. This information should be directly related to the work that everyone has agreed upon. For example:

- As Team Decisionmaking (TDM) implementation moves forward, the following data can be collected:
 - Number of TDM meetings held each month for children whose home of origin is in the neighborhood.
 - Number of TDM meetings that *could* be held in the neighborhood each month. This would be based upon the meeting space that is available.
 - Number and percent of TDM meetings held in the neighborhood during the quarter. Number and percent of TDMs to which neighborhood partners were invited.
 - Number and percent of TDMs attended by neighborhood partners.
 - Numbers of neighborhood partners attending each meeting.
 - Outcomes of TDM, such as how often moves were prevented and how often community-based supports prevented placement, etc.
- Recruitment, Development, and Support (RDS) data might include:
 - Number of families within the priority neighborhood referred to agency during the quarter to become foster parents.
 - Number and percent of referred families who begin training.
 - Number and percent of referred families who complete training.
 - Number and percent of referred families with home studies completed.
 - Number and percent of referred families who become licensed as foster parents.
 - Number of foster families from the neighborhood who quit fostering during the quarter.
 - Number of foster homes in the neighborhood.
 - Number of foster parent cluster meetings hosted by community partners.

- Number of foster families who utilized other specific services offered by the formal or informal groups of community members.
 - Number of family team meetings/icebreakers held in neighborhood sites.
 - Other supports provided to families and/or agency workers.
- Data on other supports offered to neighborhood families and/or workers:
 - Number of family visitations held in priority neighborhoods.
 - Other places in high priority neighborhoods used by PCWA (e.g., might include office space for social workers, space for foster parent training, etc.).



An Overview for Self-Assessment on Building Community Partnerships

The following table shows general guidelines for monitoring progression through community partnership phases, as well as their intersection with other Family to Family strategies, marked SE (Self-Evaluation,) TDM (Team Decisionmaking,) and RDS (Recruitment, Development, and Support).

Phase I: Building an Infrastructure	Phase II: Reaching Out	Phase III: Joining Together	Phase IV: Rolling Up Our Sleeves	Phase V: We're in This Together
<p>Agency Director understands and values the partnership with neighborhoods and develops a strong internal message to support this belief.</p> <p>Director's message is systematically incorporated into management and supervisory meetings related to the value and expectations of community partnerships.</p> <p>Building community partnerships (BCP) workgroup is established and chaired by strong champions that understand the value of neighborhood-based partnerships. The work group has identified potential community partners and invited them to participate in regularly held meetings.</p> <p>Agency Director creates a position for F2F Coordinator and selects an individual who understands and values community partnerships and has a strong connection to</p>	<p>All agency staff understand and embrace F2F strategies and values of community partnership. Child welfare activities begin to move out into the communities of focus.</p> <p>Goals of the BCP work group are reviewed and measured through strategic or action plan formats.</p> <p>Community partners and BCP workgroup are coordinating existing neighborhood resources through the development of neighborhood resource guides and are identifying gaps in services to support PCWA workers as they work with families. Private providers are also engaged to work with the community and the PCWA.</p> <p>SE: Regular community forums, events, and town hall meetings are held to share the neighborhood-based data and changes in practice.</p>	<p>Neighborhood collaboratives, PCWA, and private providers work together to ensure child safety and permanence. This is an ongoing effort. Creating ever-widening circles of influence, opportunity, and funding possibilities.</p> <p>Neighborhood contracting and collaboratives are established. Neighborhood-based work impacts the outcomes of children and family through a continuum of care.</p> <p>SE: Community sees itself as a partner with the PCWA and is working collaboratively to deliver data and the agency's message. Data are provided to community on a regular basis regarding neighborhood children.</p> <p>Community reps are connected to neighborhood collaboratives and other groups to coordinate and link families to neighborhood supports through an array of</p>	<p>Performance evaluations that include F2F values and activities are utilized to evaluate and promote staff.</p> <p>An infrastructure for evaluating neighborhood child welfare work is developed by the collaboratives and the public system.</p> <p>BCP workgroup serves as a monitor to community-based work while geographically assigned managers and staff participate in groups to set new goals.</p> <p>SE: Neighborhood-based child welfare activities are measured and impact child welfare outcomes.</p> <p>Data are understood and owned in partnership with child welfare agency.</p> <p>TDM: Community reps attend 100 percent of removal, disruption, and reunification TDMs. Families are linked to ongoing supports through collaboratives.</p>	<p>The vision is clear and compelling. Consider what this may look like in a mature site. Because of the strategy focus in the preceding phases, imagine having:</p> <ul style="list-style-type: none"> • Webs of neighborhood-based hubs providing a wide menu of responses to families in trouble, in which community members are not just available to one another between the hours of 9 and 5, but 24 hours a day, seven days a week. • More funding for family than congregate care, and far more resource homes to choose from. • So many caregivers and champions in the neighborhoods from which children come that it's easy to find resource homes, accessible to children's birth families and schools, that reflect the child's culture. • Community partners who so powerfully support birth and resource families to gradually

Phase I: Building an Infrastructure	Phase II: Reaching Out	Phase III: Joining Together	Phase IV: Rolling Up Our Sleeves	Phase V: We're in This Together
<p>neighborhood-based work. Agency Director and management staff work closely with F2F Coordinator to oversee all strategy groups.</p> <p>SE: Preliminary data have been identified re: neighborhoods of priority; numbers of children in care from neighborhoods; number of foster homes in priority neighborhoods; number of private provider homes in priority neighborhoods; number of children placed in their own neighborhood.</p> <p>TDM: Strategy is introduced to community and initial recruitment of community reps begins in partnership with TDM workgroup.</p> <p>RDS: An initial recruitment plan for neighborhood-based foster care is developed in partnership with RDS workgroup.</p>	<p>Agency Director is delivering the message and is available to the community for this dialogue.</p> <p>TDM: Community reps have been oriented and begin to attend TDMs for neighborhood families. An internal mechanism has been developed to notify the reps when TDMs have been scheduled.</p> <p>RDS: Neighborhood-based foster care recruitment and training is occurring in priority neighborhoods. Internal placement process is being assessed to initiate kinship care and neighborhood placement as a priority.</p>	<p>services.</p> <p>Community partners and private providers are developing strategies and services to address the needs of neighborhood children based upon data.</p> <p>TDM: Community reps are attending removal TDMs and prioritizing other critical TDMs.</p> <p>RDS: Neighborhood-based foster homes are available through agency and private providers where neighborhood children are placed in their community of origin.</p> <p>Neighborhood-based resource families have support groups in their neighborhood and are supported/connected to their neighborhood's collaboratives and other groups.</p> <p>All Strategies: Visitations, TDMs, and agency departmental and/or supervisory meetings regularly take place in priority communities. Direct line staff is familiar with and known in the community.</p>	<p>RDS: The community continues to be actively involved in the recruitment, licensing and support of neighborhood resource homes.</p> <p>All strategies: Community partners participate in all four core F2F strategy work groups. F2F Coordinator and management/steering committee have made systematic connections and changes in policy to support the ongoing progress of the building of community partnerships.</p>	<p>return children and youth to their homes, for good, that in many cases, solid, loving ties are maintained long after reunification.</p> <ul style="list-style-type: none"> • Representatives of all ethnic groups, faiths, and neighborhoods participating regularly in TDM meetings, leading to more culturally relevant solutions for children. • Highly visible child welfare activities, from visitations and TDMs to training, recruitment, and supervisory activities, right in the target neighborhoods. • Flourishing grassroots groups, working energetically to increase culturally relevant family supports, with the help of well-timed grants from your agency. • Thriving collaboratives that meet monthly to identify gaps in neighborhood services, and resist disruption when there are changes in leadership. • Community partners who successfully lobby state and local politicians for additional funds to support community-based, family-centered practice. • And, rarer still, a supportive constituency when tragedies occur.



Attachment "C"

Possible Benchmarks in Phases of the Development of Community Partnerships

The purpose of this checklist is to provide Family to Family sites with a structure and specific examples of how to identify and assess the status of their current community partnerships, plan future activities to develop additional partnerships, and monitor their progress along the way.

These are merely suggested activities that many sites have found helpful as they work to strengthen existing partnerships and build new ones within their communities. Community partnership workgroups may check all that apply, and use this as a guide for assessing what they have done so far, and what they might try in the future.

Phase 1: Getting Ready—Positioning the Public Child Welfare Agency Internally to Form Lasting Community Partnerships

1. Leadership Becomes Informed

- Family to Family tools are read by the director and Management Team.
- Using data they decide on which neighborhoods they will approach first.
- Discussions are held with Site Team Leaders.
- Discussions are held with Community Partnership Technical Assistants (TA).
- Agency staff attend Family to Family Leadership Summits and National Conventions in order to learn from other F2F sites.
- Regular communication is instituted with TAs.

2. Public Child Welfare Staff Are Educated

- Middle managers receive training regarding how their roles may encompass more relationship-building strategies as they hold discussions with potential community partnerships.
- Leaders within the PCWA discuss with all staff that the need to form partnerships with the community is a value and priority for the organization.
- The director uses clear and consistent messages that convey both what the agency seeks from the community, and what the agency will provide to the community in return for their commitment to partner on behalf of children and their families in child welfare.
- Leaders infuse Family to Family materials and messages into all existing PCWA meetings (i.e., unit meetings), and assist managers to include community partnership orientations for their staff.
- Leaders hold focus groups with staff about their future roles in relationship to community partnerships.
- Leaders utilize memos, e-mail, and/or newsletter announcements to promote opportunities to discuss possible improvements in child welfare outcomes through community partnerships. Some sites use Directors' Brown Bag Lunches as a way to gather staff.
- Leaders create opportunities for full participation of all staff at all levels of the organization.
- Staff have the Family to Family website address so that they can do individual research on Family to Family and community partnerships.
- All staff receive training about the four core Family to Family strategies and how community partnerships relate to the other three strategies.
- The performance appraisals for all staff at all levels are revised to include staff participation in community partnership work.

3. **Existing Child Welfare Partners Are Kept On Board (See Attachment “G”)**
 - Existing partners (i.e., placement providers, family preservation services, mental health providers, etc.) are educated about Family to Family and are notified by the PCWA of the new emphasis on grassroots community partners. They must be encouraged to value and participate in initial conversations with the community. Existing partners can and should be included in the community partner workgroup.
 - Existing community partners are consulted regarding their interest in providing new types of neighborhood-based, family-centered services. This is the base for more family-centered, community-based contracts in the future.

4. **Priority Neighborhoods Are Identified and Data Are Summarized**
 - The agency identifies neighborhoods making the highest numbers of referrals for care.
 - The agency identifies where children from those neighborhoods are placed.
 - The percentage of homes available within the targeted community is known, so that it can serve as a baseline for improvements in the number of homes that are needed to support neighborhood-based foster care placement.
 - This information is summarized into a simple, clear one-page handout that can be shared with existing and potential new partners.

5. **Internal Champions Are Identified**
 - A Family to Family Coordinator has been hired and there is a job description/role change definition that outlines the goals, objectives, and activities for this position. (See attachment “D”) This person may be hired within the agency or from the community.
 - Training, support, and supervision are available for the Family to Family Coordinator through the leadership and management team.
 - Leaders identify champions in the communities as well who may serve as advisors to the PCWA/community partnership.
 - Leaders identify existing staff members with ties to high priority neighborhoods (those who live there, have lived there, know people there, and worship there).
 - Leaders have a plan for utilizing these existing relationships already established by staff.

6. **A Community Partnership (CP) Workgroup Is Formed**
 - Leaders identify key staff people whose role it will be to champion this strategy both internally and externally.
 - Leaders have a plan for convening, inviting, and organizing a community partnership workgroup and facilitating it in setting its goals.
 - The CP Workgroup works closely with the TDM Workgroup to develop procedures for finding and supporting community members in attending TDM meetings.
 - The group coordinates closely with the neighborhood-based activities of the Recruitment, Development, and Support Workgroup.
 - The group coordinates closely with the data collecting activities of the Self-Evaluation Workgroup.
 - The group coordinates closely with the activities of the Management Team in exploring opportunities for sharing information between the community and the PCWA. (See Attachment “E”)

7. **Plans Are Made to Engage New Partners and Strengthen Existing Partnerships**
 - Benchmarks and time frames are developed to include birth families, resource families, private care providers, members of faith communities, and youth in all levels of child welfare work (participation on strategy workgroups, policy development committees, etc.). (See Attachment “F”)
 - A plan is developed to include CP values and strategies in all contracts with external providers.
 - Printed messages are posted in the PCWA showing that community partnerships are important for children, families, and PCWA frontline workers.

Phase II: Reaching Out—Your Internal Structure Is in Place and You Have Strategic Leaders Ready to Go and to Be Responsible for Community Partnerships on Behalf of Child Welfare

1. The Community Partnership Leaders Are Steering an Active Engagement Process

- The CP Workgroup is formed and has an organizing vision with values.
- Goals and strategic plans are established in collaboration with the community partners.
- The CP Workgroup meets regularly and consistently connecting effectively with the PCWA Management Team.
- Neighborhood contracts that reflect child welfare activities are established between the agency and the community.
- The desired roles for community partners and agency staff are clearly outlined.
- Benchmarks and timelines are developed for enlisting key formal and informal resources within the priority neighborhoods.

2. Staff Learn About the Neighborhoods

- Benchmarks and timelines are created for shared learning between the community and PCWA staff.
- PCWA staff are invited by the community to tour the neighborhood, the tour may conclude with food and a discussion on resources available to families in the community and in the PCWA.
- Community folks are invited by the PCWA to tour the agency showing them all offices and areas within the PCWA from the hotline to the adoptions department. The tour may conclude with food and a discussion on the case flow thru the agency. Sharing child welfare policy and protocols is also helpful (not all at once but over time).

3. Community Forums Occur (See Attachments “H” and “I”)

- Benchmarks and timelines are created to host community forums within all targeted communities. Probably one community at a time, debriefing as you go along. Asking: What worked? What did not work?
- Building the agenda and expectations for the forums is a shared responsibility between the PCWA and the community partners.
- The PCWA has foster care recruitment materials available to residents who attend the forum.
- Forums may have a wellness theme such as “Back to School” with giveaways like book bags and school supplies, or a sense of urgency following a tragedy resulting from a child injury or death.
- Management engages line workers, supervisors, and managers from all areas of the PCWA to attend community forums. This can be done through rotation or some other type of scheduling. It is important to spread this opportunity throughout the PCWA.

4. Key New Partnerships Emerge

- Varied stakeholders begin to come to forums and other meetings about Family to Family. Placement providers, youth in care, birth families, resource families, social workers, and community folks are meeting face to face to think through and plan better outcomes for kids and better ways of working together.
- Community partners and agency staff learn firsthand the challenges facing foster parents.
- Resource families learn from birth families their difficulties in navigating the child welfare system. They learn how they may play a critical role in reunification.
- Community agencies that knew of one another but never really worked together redefine their relationships for better networking on behalf of children, youth, and families.

Phase III: Joining Up

1. The Agency Continues Learning about Priority Neighborhoods

- Staff have identified existing resources in the community.

- Someone in the agency has been assigned to collect data and provide these findings to the workgroup and other community partners.
- At least 1/3 of the agency staff have met with the community.
- Child welfare supervisor and worker unit meetings are held within the community.
- All managers are assigned to community groups.
- A process has been developed to address conflicts with community.
- Representatives from the agency's staff attend community and neighborhood fairs (i.e., job, health, etc.), celebrations, and special events, etc.
- Community issues and concerns related to child welfare are identified.
- Formal community groups, such as those that call themselves collaboratives, have begun to form.
- At least 25 percent of children and youth who are placed are placed in their own communities.
- Community resource parents are identified.

2. Community Partners Are Learning about the PCWA

- Community groups have toured PCWA from hotline to adoptions.
- Community groups continue to develop cohesively while clarifying their understanding of the agency's data and how to incorporate the goals of Family to Family.

3. New Ways of Working Together Are Discussed and Implementation Has Begun

- Some services, training, resource development, and resource parent recruitment goals have been established by the agency in collaboration with community partners.
- There is some consensus on resource gaps.
- Agency staff have participated in joint training opportunities with community representatives.
- Some cases are geographically assigned.
- Resource parents are given support, including orientation and training within the neighborhood.
- Recruitment staff have been coached and supervised regarding how to help community partners recruit residents to become resource parents.
- The agency has a dedicated phone or fax for community members to use to call about resource parents.
- There is a tracking tool designed to capture community recruitment.
- TDM staff have designed a protocol for helping community people to attend TDMs, and understand their roles when they participate.
- Community members are sitting on the Self-Evaluation Strategy Workgroup.
- Community members are sitting on the Team Decisionmaking Strategy Workgroup.
- Community members are sitting on the Recruitment, Development, and Support Workgroup.
- Visitation is housed in the community.

Phase IV: Rolling Up Our Sleeves

- Resource parents are assisting in recruiting, training, and supporting other resource families.
- Ongoing training and updates on Family to Family goals and values are provided to agency staff, community partners, and resource families.
- New workers are orientated in neighborhoods.
- Resource parents help train new workers.
- Youth are training resource parents.
- F2F goals and plans are carried out with collaboratives and other types of community groups.
- The PCWA is responsive to changes recommended by community partners and resource families, reviewing practices, and self-correcting.
- The agency's community partners will function as full partners in decision-making.
- Community partners are able to participate in providing a large range of services and activities.

- Community partners are familiar with the methods and tools being used by workers to assess risk.
- At least 50 percent of agency staff and 50 percent of foster parents have been oriented on resource parents working with birth parents.
- Community members have names, phone numbers of all PCWA staff.
- The community has moved toward providing both front-end and back-end services.
- The community has invested in new services.
- The community is making improvements in anticipating crises.
- Visitation is housed in the community.
- Visitation is more frequent.
- Visitation is tracked to determine if it is effecting earlier reunification.
- The community is receiving all Requests For Proposals (RFPs) distributed from the PCWA.
- The community is encouraged to apply for other funds within the PCWA.
- The community is hosting child safety forums, and understands risk assessment well enough to structure conversations, debates, and build consensus around child safety and permanency issues (with or without the PCWA).
- People have a place to take internal and/or external disagreements among partners.

Phase V: We're in This Together—Community Partnerships Are Contributing to Better Outcomes in Relationship to the Following Data

- The agency sees a continuing net increase in the percent of resource parents and other community partners available in high priority neighborhoods.
- The number of children reunified with birth parents or adopted continues to rise as appropriate. The number of community representatives participating in TDM's is high.
- Most agency staff are geographically assigned.
- Changes in practice are embedded in your agency where challenges can be resolved and the severity of crises can be diminished.
- The county's community partners are at a point of clear and visible support of the public agency staff, having a deeper understanding of the work that they do.
- Community members are lobbying state and local politicians for additional funds to support community-based, family-centered practice.
- Community members are involved in TV interviews and newspaper interviews talking about the good work of social workers, etc.
- There are procedures by which financial and other resources will be made available to the community.
- There is a way by which the community has access to funding streams traditionally unavailable to them.
- Collaboration efforts and changes in practice resist disruption due to turnovers or administration changes.
- The community knows how to carry out goals and values independent of the PCWA.
- Intake and Investigations staff have been assigned to neighborhoods.
- The community has an open door within the PCWA.
- The community helps to select new leadership.
- The PCWA has shifted its budget from deep-end congregate care to family care for children.



An Example of a Family to Family Coordinator Job Description

30 percent Develop a Clear F2F Message	Build the Message of Family to Family (F2F). The message is based on the key elements of all strategies. F2F is best child welfare practice designed to improve child welfare outcomes. Use data to build interest, concern, and curiosity among various stakeholder groups. Connect F2F values, principles, strategies, and outcomes to the everyday agency function and the everyday work of staff. Integrate F2F with other initiatives and work that is value related. Assure staffing of all strategy groups. Identify F2F success and create opportunities for the success to be shared throughout the agency. Pay attention to outcomes, including outcome information in reports and presentations.
30 percent Coaching and Nudging	Build agency capacity for partnering with communities. Work closely with managers to identify strategies that can be used to take F2F from pilot to policy. Coach managers to convene workgroups to address ongoing policy revision. Develop a method by which all managers of all departments are orientated to community meetings, TDM meetings, foster parent trainings, and kinship support gatherings. Debrief the community experiences with managers and supervisors. Troubleshoot issues as they arise. Pay particular attention to issues of race, class, and culture. Coach managers to monitor strategy groups and give strategy groups their charge.
20 percent Coordination and Integration	Help strategy groups set agendas and benchmarks. Ensure that workgroups link their work to overall agency outcomes. Celebrate success, target issues and barriers of strategy groups. Total integration of strategy groups and management teams. Maintain a ledger of all strategy groups meeting minutes for historical reference.
20 percent Anticipate Next Steps	Planning, thinking, and preparing the next steps. Preparing for quarterlies and reading the data to keep the big picture in the forefront.

Variations-

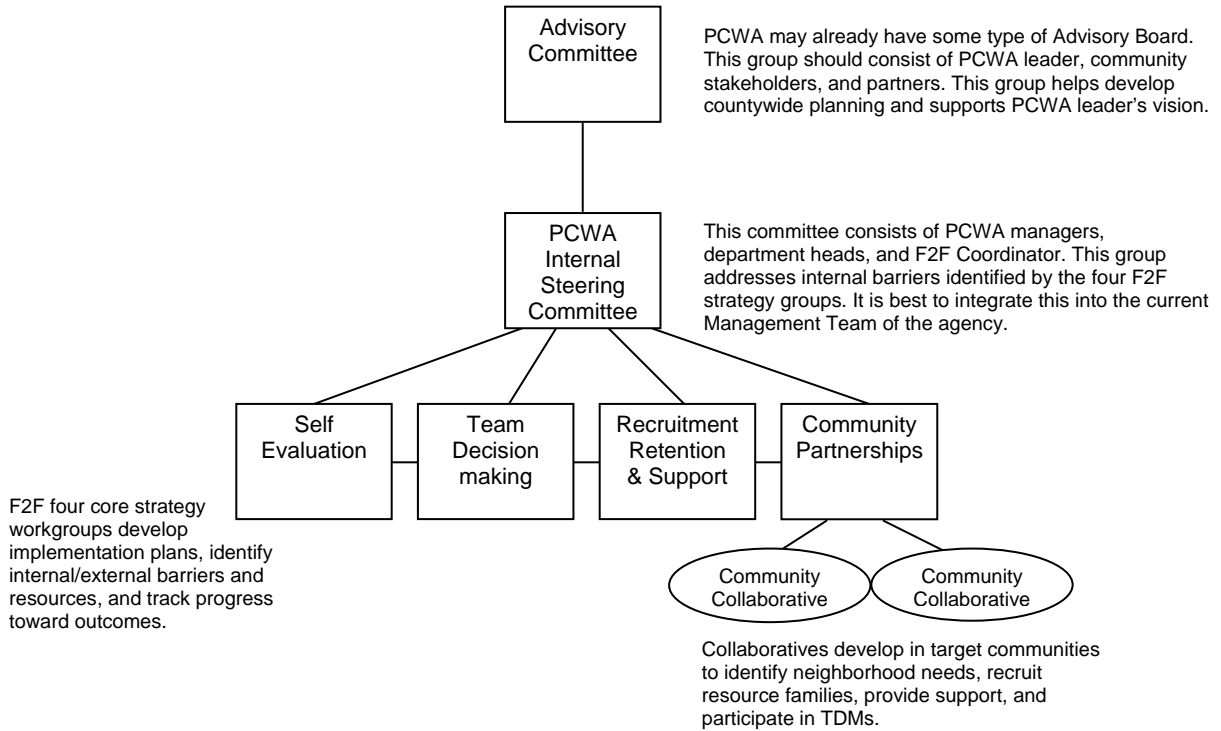
- Oversight of F2F budget
- Integration of other initiatives such as PIP
- Responsible for Casey grant reports
- Responsible for planning Casey Assessments and Quarterlies



Attachment "E"

A Way for Workgroups to Work Together

Family to Family Internal Infrastructure for Child Welfare Agency





Attachment "F"

Helpful Hints for Dealing with Sensitive Issues

In reaching out, many public agencies will find mistrust at best, and open hostility at worst. Staff that are key in the effort to reach out need to be aware of common stereotypes that can get in the way of communication, and they need to be prepared for the conflicts that can ensue as people begin to develop new ways of working with one another.

Agency representatives must promise that community partnerships will allow a broader constituency to meet the protection and permanency needs of the community's children. Agency representatives must commit to shared responsibility in the protection of children and support of families. They must pledge increased resource availability for children and families. They must commit to greater community awareness of the risks to children and families and the need for additional resources.

It is important to show the proper considerations regarding race, class, and culture of staff. Having a healthy representation of staff, who reflect the cultures they work with, immediately gives credibility in the community. On the other hand, we don't recommend that agencies select only African-American staff to serve African-American communities, Latino staff members to serve Latinos, etc. We should begin to talk about race, class, and culture with the objective of helping staff learn to serve all people with a fair regard for customs and beliefs.

Some helpful hints include the following:

- The PCWA must be careful about creating expectations that cannot be fulfilled about sharing of resources, information, and decisions. Ultimately, the agency is responsible.
- There must be clarity about the agency's legal bottom line regarding responsibility.
- Both community members and staff have concerns about safety in some neighborhoods. These concerns should be addressed.
- Agency representatives may have been insensitive to some neighborhood issues in the past. It is tricky to acknowledge these problems and not undermine agency staff.
- It is not uncommon to find some anger and rejection by the community ("We don't need more white girls coming in here to ask about hair.").

Understanding Potential Stereotypes and Agendas of Key Players: The Bermuda Triangle of the Public Child Welfare Agency, Community Members, and Private Providers

Some issues are more volatile than others; more deeply felt and less likely to be discussed. Those issues are at the heart of the tension and it is important to say what they are, what progress has been made, and what strategies might be tried in the future. For example:

- The PCWA removes too many children ("We need to do a better job of preserving families.") or too few ("We need to do a better job of protecting children.").
- Too many children who are placed with traditional providers grow up in the system without services being provided to their families.
- Most of the children in child welfare custody in the nation are children of color. The

organizations that serve them should understand their culture. This cannot happen in agencies where the boards and upper management are all white and live in the suburbs.

- The staff in the neighborhood organizations often lack the qualifications (the professional skills or degrees) required to do the work.
- Neighborhood organizations often lack the sophistication in data management, managing budgets, and writing reports that are present in the traditional organizations or public agencies. How can the effectiveness of the work be measured given these limitations?
- We aren't just talking about different ways of doing child protection work, we are also talking about additional services. Where will the money come from?
- These neighborhoods are not safe; the schools are inadequate and there are many risks to the families who live there. Why would we leave children at risk there?
- There are at least 100 more. This is just to provoke discussion.



Attachment "G"

Identifying Existing Community Partners

The following is an initial self-assessment of your current activities within the F2F strategy of community partnerships. The strategy helps the PCWA to connect with neighborhoods that have the most referrals of children for placement. Below is a list of community entities that may partner with your PCWA. Circle the ones that you are currently partnering with and write a brief description of your shared goals and activities:

1. Other public service systems that support families and children? E.g., Mental Health, Schools, etc.

2. Private organizations? E.g., Child Placement Agencies, Community-Based Organizations (Families can access services with referral only.)

3. Faith based organizations? E.g., Church Programs, Nonprofits (Families can walk in, no referral necessary.)

4. Informal, neighborhood-based self-help or mutual assistance groups? E.g., Settlement Houses, Parent Programs, 12 Step Programs, Rotary Clubs, etc.

5. Resource/foster families? E.g., Kinship Care Support Groups, etc.

6. Other families and individuals who live in the neighborhood? E.g., Neighborhood Watch Groups, Street Clubs, etc.

7. Others?



Attachment "H"

Building the Agenda Together

(The following is compiled from Community Forums hosted in Cleveland, Ohio, in 1997.)

The Community Forum is a COMMUNITY meeting demonstrating the partnership between the community and the Public Child Welfare Agency (PCWA), not a PCWA meeting in the neighborhood. The meeting is an opportunity for the PCWA and the community to make a major first step in agreeing on at least one agenda item in, hopefully, a long life together. The theme for the first community forum must be child safety and how safety can be enhanced through the partnership. Future forums may focus on other themes, (i.e., children staying in the neighborhood, resource and kinship parents needing community support, older youth needing permanency, etc.)

There must be equal representation from the community and the PCWA. The opportunity for joint planning increases the opportunity for shared ownership for the tasks at hand. Listed below are some basic guidelines that will be helpful in planning future forums.

- All presenters meet to build the child welfare agenda together.
- Decide on the roles and responsibilities of community and agency staff during the meeting. Presenters, letter writers, food buyers, meeting planners, clean-up committee, who will make phone calls, who or what process will resolve conflicts. Examples:
 - All agenda items are covered by specific people who have the authority to speak on the subject.
 - An official welcome and framing of the discussion by the appointed host who is usually a community partner if the forum is held in the community.
 - There is an appointed timekeeper and an audience manager. The two work together to assist participants in being heard and to limit the talking time. Set the house rules up front.
- Gather feedback from forum participants that identifies any special efforts that might be needed to ensure their participation at meetings (i.e., transportation, phone or written reminders, etc.).
- Community residents are more likely to attend when someone they know has personally invited them and if they have received a follow-up letter.
- When planning the location, choose a place that is accessible and not too large or too small for the number expected.
- Plan the debriefing session while you are planning your forum. Ideally it should be as soon as possible after your forum to ask: "What worked, what didn't?" Please include administrators from the community and PCWA, not just direct service staff. This allows everyone to help each other as efforts progress.

If the presentation is tight and well focused, people leave understanding what was said and what role they may have in assuring improvements in child well-being.

Common Materials Passed Out at Forums:

- Make all basic PCWA materials available to participants, including information on foster parent recruitment, job opportunities at PCWA, Team Decisionmaking material and any items that will help the community understand the function of the PCWA.
- Include the organizational structure of the PCWA along with a description of front-end services (i.e., hotline and investigations).
- The community provides flyers and documents on neighborhood-based services and resources for children and their families.
- Together they may develop a FAQ (Frequently Asked Questions) sheet to encourage participants to think deeper on the subject of child welfare. For example, if there is a concern related to "how the PCWA responds to hotline calls," the question/answer sheet may include

a risk assessment tool or materials that show how cases progress from the hotline call or a definition of how the family is engaged from the very beginning.

- Goodie bags (giveaways) are usually a good idea. Sometimes the items in the bags relate to the theme of supporting families by including items such as school supplies or restaurant coupons.

The partnership is demonstrated by how well attention is given to details so that all feel their contribution and presence is important.

Take time to capture your ideas on what works best below:

Possible questions for the debriefing session:

1. Did the presenters give a clear idea of how they can partner for child safety (or other theme)?
2. What did you learn today that you did not know before?
3. What could have been done better at the forum?
4. Please list your suggestions for future forums.

Building the Agenda Together Checklist

A checklist for ensuring collaboration in developing first meetings includes the following:

- _____ All presenters have been contacted and have agreed to speak at forums.
- _____ All presenters have received bullets/main points that the planning group wants them to make.
- _____ All presenters have met one another or have talked on the phone.
- _____ There will be an appointed person to be timekeeper.
- _____ There will be an appointed person to be program/audience manager.
- _____ There will be an appointed person to facilitate discussion with the group at the forum.
- _____ There will be an appointed person to facilitate the next steps and establish possible dates for follow-up meetings.

Common Materials Used

- _____ PCWA and community handouts have been identified and approved by PCWA and forum planning committee.
- _____ Handouts have been compiled and enough copies made for expected audience.
- _____ Handout on frequently asked questions on child welfare will be prepared for distribution.
- _____ PCWA Organizational Structure Chart will be current and ready for distribution.

Planned Meeting Follow-up

- _____ Work that needs completion distributed among committee members:
 - Who calls presenters?

- Who makes phone calls, for what, and what do they say?
- Who buys food?
- Who cleans up?
- Process has been developed for assessing who is coming as audience.
- Process has been developed for resolving conflict.

_____ Each invited guest has received a personal invitation and has replied regarding whether or not they will attend.

_____ Each invited guest has received a flyer/letter in the mail confirming the date/time of the forum.

_____ Forum Committee has visited the meeting room and determined size appropriateness.

_____ A debriefing meeting has been scheduled for after the event to determine "what worked, what didn't?"



Attachment "I"

Yes, I want to Help Children/Youth in My Neighborhood!

Name _____ Phone _____

Address _____

The Department of Human Services, Multnomah County Child Welfare, thanks you for your willingness to help a child, youth, or family. The following is a partial list of options. Please check the ones you would like to learn more about.

- _____ Become a foster or adoptive parent
- _____ Volunteer for a Branch Committee to staff cases
- _____ Provide respite care for a foster child (i.e., one afternoon a week, or one Saturday a month)
- _____ Become a mentor and participate in activities with a child/youth (movies, fishing, library, sports, etc.)
- _____ Become a tutor for after school or during school.
- _____ Provide transportation to important appointments for a foster child and their family
- _____ Help provide things a foster parent needs for children and youth (learning toys, birthday gifts, holiday gifts)
- _____ Provide scholarships (i.e., summer camp, music lessons)



Geographic Assignment of Cases

What Geographic Assignment of Child Welfare Cases Looks Like

Child-focused, family-centered, community-based social work practice is the basis of Family to Family. Good social work practice depends on the public system and the community working together. The underlying question that arises is, "How can all communities connect to all the Public Child Welfare Agency workers?" In most F2F sites, this would result in a cast of thousands. The answer for many is to geographically assign cases, allowing a small community to connect to a unit of workers, which forms a smaller more manageable partnership. Together they learn about each other and the rich resources that the other can provide to families. Clearly, it can be easier to build a relationship between a unit of workers and a targeted community than between an entire public system and a whole county.

Child welfare agencies try connecting with communities and families in a variety of ways.

Idea #1 - The PCWA attempts to implement F2F philosophy (family-focused, neighborhood-based services) across the entire PCWA hoping that all staff is engaged through community forums or other opportunities but does not impact overall practice. This may appear to work initially but usually loses its impact within a short time.

Idea #2 - Outposting or geographically situating one or more units of PCWA workers. The physical move often takes the resources, time, and attention of the PCWA instead of the necessary relationship building, which can result in isolation of the PCWA staff. The greater the geographical distance of the outposted staff from the PCWA management team, the more difficult it is to monitor the integration of the F2F philosophy in child services practice.

F2F recognizes that the best practice is to combine the two aforementioned methods, which provide an opportunity for broad-based partnering with a zip code or small region focus. Imagine each unit of case-carrying staff and their managers is responsible for all cases from a specific community. The focus is on the relationship. Outposting may occur as the community offers the PCWA staff the use of space for child welfare activities.

Possible benefits:

- a. Decreases the travel time to families' homes, which increases opportunities for visitation and other face-to-face engagement with children, birth families, and foster families. Visitation, TDM's, PCWA training, and resource family and youth support can happen within the community.
- b. Ensures a richer awareness and utilization of community resources, services, and supports for families.
- c. Increases the opportunities for local, neighborhood-based agencies to network on behalf of meeting family needs.
- d. Increases the opportunities for PCWA workers to be recognized and aided by community partners in child safety and permanency.
- e. Ensures expedient response from foster parent support workers to concerns and crisis experienced in the neighborhood-based foster placement or kinship home thereby reducing placement changes for kids in care.

Other issues to consider are:

1. What are the first steps that a site should consider as it decides to implement geographical assignment of workers? How will workers and families be supported during the process? How long will it take? How will we assure quality case management during the transfer? How will supervisors ensure that poorly prepared case records are properly corrected and updated for transfer?
2. What is the best method or combination of methods the PCWA will use to accomplish the geographical assigning of cases?
 - a. Phase-in plan or attrition? As new cases come in they are assigned to the appropriate geo unit. Expect this to take quite some time. Staff may be inconvenienced by the lack of clarity in this approach.
 - b. Transfer all cases? Will there be exceptions to the transfer (like high-profile cases)? Long-term cases? What is the method for closure of long-term cases?

This massive process can be aided by a local university or strategic planning process. Careful, respectful case transfer plans should include a face-to-face meeting of old and new workers with the families and youth involved.



Developing Collaboratives on a Shoestring Budget

Community Partnerships play an integral role in each of the Family to Family strategies, however, they can be the most difficult to actualize for the PCWA staff. The challenge is a lack of understanding of the benefits of partnership. Partnering can only truly begin when the internal agency culture has changed to a more open atmosphere built upon the beliefs of team building and shared decision-making in order to improve the outcomes for children and families.

Approaching neighborhood-based agencies, grassroots organizations, the faith-based community, and other nontraditional partners can be a tenuous task. Neighborhood demographics, culture, and history will influence its openness to partner with the child welfare agency. It is important in the beginning phases of partnering that the PCWA has a clear and defined idea of how they would like to partner with the community. This will eliminate any confusion over power differentials or miscommunications regarding expectations from both the community and the PCWA. Keeping this idea in the forefront, the following are some suggestions as to how the partnership may evolve when the PCWA does not have the ability to provide a financed contract for services with a neighborhood-based collaborative:

1. Identifying target communities
 - Use data to identify the neighborhoods where there are high numbers of open cases and children in out-of-home care.
 - Produce the breakdown of the data by neighborhood in order to elicit the neighborhood's reaction to the crisis.
2. Developing internal understanding of community partnering
 - Review Family to Family strategies integrating the need for community participation (on all strategy workgroups) to ensure outcome success.
 - Define clearly for staff how community partners benefit the overall best practice for child welfare.
 - Define clearly how you will ask for community support. This is critical in developing your relationship and credibility. The community's role in the Family to Family initiative includes: 1) TDM participation; 2) recruitment and development of neighborhood foster and adoptive families; and 3) collaboration on the development of neighborhood resources in the prevention and support of children, youth, and families.
3. Identifying Community Partners
 - Review your contracting agencies that provide supportive, wraparound, and foster care services located in the targeted or geographically contiguous communities. Ask for their input on who may be seen as leaders within the targeted community. These contracted providers should also be included within the overall scope of the development of a neighborhood collaborative, however, not in isolation of the grassroots, faith-based, or neighborhood agencies.
 - Identify any existing collaboration that may exist in the target neighborhoods (i.e., PTA, neighborhood associations, etc.).
 - The child welfare staff may also provide key opportunities for partnering in the targeted communities. Poll interested staff that may already have a personal connection to the community and ask for their participation in the development of neighborhood partnerships.
 - Resource map the targeted community and include schools, grassroots agencies, faith-based organizations, neighborhood resource centers, mental health agencies, nontraditional partners, etc.
4. Engaging the Community:
 - The PCWA leader should begin to make initial contacts with some of the key identified stakeholders to introduce the concepts of Family to Family and invite the stakeholders to participate. This may be a difficult conversation for both the child welfare leader and the

community because of past practice that may have negatively impacted children and families. This should be acknowledged and the belief introduced that child welfare cannot do this work in isolation from the family's community.

- Hold Community Forums in the target neighborhoods. Identify a community partner that is willing to help in the planning of the event. The Forum should be advertised as a community event and hosted by the community partner where the target data and agency change in practice are introduced. It is essential to have the child welfare agency leader take part in this event. Produce a "How Can I Help" tool with your evaluation of the event. This tool should allow the audience to choose how they would like to participate in the efforts of Family to Family and identify other neighborhood partners missing from the audience. This "How Can I Help" tool should include a large scope of opportunities to include recruitment, support, TDM participation, resource development, and/or space that can be provided for neighborhood/child welfare activities. FOLLOW-UP IS ESSENTIAL!

5. Developing a Neighborhood Collaborative:

- Gather together the interested parties to discuss the needs of the child welfare agency and the needs of the neighborhood. Often times this discussion can lead to natural partnering based upon mutual needs and goals for strengthening the community.
- Examine partial funding opportunities that may be available through existing IV-E, contracted services, or other funding that the agency has allocated for recruitment activities. Often creative opportunities have resulted in some available nominal funding that can be provided to partners when closely reviewing contract funding within the child welfare agency.
- Offer some opportunity to the community to create reciprocity and good faith with community partners if no internal funding is available. Examples include: offer free trainings to neighborhood partners and hold them in the community; child welfare staff volunteering in community-based activities; neighborhood recruitment activities that offer child care or food; child welfare staff participation in neighborhood organizations; etc.
- Provide technical assistance in researching and submitting proposals to local/national foundations or other grant opportunities. This will build the collaboration between the neighborhood partners where ultimately the needs of child welfare and the community are met.
- Offer technical assistance to help neighborhood partners collaborate through the development of their own mission, internal infrastructure, memorandum of understanding for partnership, and outcome measurement tool to gage success.
- As funding becomes available internally, develop neighborhood-based contracts for recruitment, TDM participation, resource development, and wraparound supports for children, youth, and birth, foster, and adoptive families with your neighborhood collaborative. This should be the ultimate goal for the child welfare agency. Difficult fiscal times should eventually give way to some relief where the streamlining of funding can be established with neighborhood collaboratives.

6. Sustaining the Relationship:

- Provide data regularly to the neighborhood collaborative and the community.
- Ensure that community stakeholders hold seats on the Child Welfare Advisory and/or Steering Committee.
- Highlight the neighborhood collaboration at every given opportunity to continue to instill its value internally.
- Have geographically assigned staff hold child welfare activities in the neighborhood (visitations, TDMs, trainings, Departmental/Supervisory unit meetings, recruitment activities, etc.).
- Secure child welfare funding through a contract with the neighborhood collaborative.
- Hold annual retreats with child welfare staff and neighborhood partners to celebrate successes and address any changes in the needs of the community.



Example: Development of a Cleveland Community Collaborative

- Department of Children and Family Services (DCFS) Director approached the foster care providers association (The Alliance) to discuss the principals of F2F and the impending practice change surrounding the placement of children (no more shelter placements, reduced residential placements, increased foster family placements, and foster family placements in the neighborhoods where children are coming into care).
- Discussions continued with The Alliance regarding the development of a RFP where collaboration with neighborhood-based/community partners in the targeted neighborhoods would be released for consideration. Though neighborhood foster care recruitment would be the primary focus of the RFP, the lead/fiscal agency COULD NOT be a private foster care licensing agency. This conversation also occurred with a group of community partners personally contacted by DCFS Director.
- A private foster care licensing agency director and a neighborhood-based settlement house director had conversations regarding the pending RFP. These two Directors agreed to consider responding to the RFP together because they worked together in the past and had established and trusting relationship. The settlement home Director approached other neighborhood-based agency Directors and began conversations surrounding the neighborhood's perceptions, mistrust of DCFS, and past neighborhood child fatalities. Believing there is value in their participation and an opportunity to affect change within DCFS, they agreed to continue conversations with DCFS.
- The neighborhood group, which consisted of seven partners, participated in conversations with the DCFS Director regarding F2F principles and the RFP.
- The neighborhood partners held ongoing conversations with each other to develop a general consensus surrounding how they would partner with the private foster care agency. Historically, the private foster care licensing agencies were not neighborhood based and had little involvement with their clients' neighborhoods. This new role requiring trust took a long time to develop, as it was a new partnership that didn't previously exist.
- The RFP was presented by DCFS for contracts in two targeted neighborhoods. The neighborhood-based directors agreed to submit a proposal. The agencies included two settlement homes, two multiservice agencies (non-Medicaid billable services), a mediation center, a parenting program through the neighborhood county hospital, and one foster care licensing agency. All seven of these partners were located in the neighborhoods and served residents for over 150 years. They named their collaborative the Near West Side Foster Care Network.
- The Near West Side Foster Care Network selected one of the settlement homes to be the lead/fiscal agency for their proposal. The scope of services requested in the proposal included neighborhood recruitment, licensing ten neighborhood foster homes, providing neighborhood support for the foster families, and providing information and referrals for neighborhood services to social workers and neighborhood families involved in the system. A neighborhood Site Coordinator was hired by the collaborative. The infrastructure of the collaborative was loose but built on consensus and regular strategizing between partners to meet the goals of the contract. The Near West Side Foster Care Network met monthly.
- The contract was to be renewed after two years. The Near West Side Foster Care Network decided to expand its membership, develop a more formal infrastructure, and expand its scope of services provided to DCFS and families in response to the new RFP that included recruitment and licensing, family advocacy, TDM participation, supportive services to birth and foster families, and resource development. This took several meetings of the Directors of the Near West Side

Foster Care Network to develop the infrastructure and outcome measurement tool, select and vote on expanding the collaborative, and develop a collaborative mission statement.

- The Near West Side Foster Care Network Directors held meetings with other neighborhood directors to invite them to join the collaborative. Membership was expanded to 15 collaborative members, who offered an extensive scope of services ranging from outreach, daycare, domestic violence, mental health, mediation, and 4 private foster care licensing agencies. The collaborative was renamed the Westside Family Resource Network. The structure was developed through a Memorandum of Understanding (MOU) committing the partners to the collaborative. It was signed by each agency director and Board President. The lead agency hired a full-time Site Coordinator.
- Because of the formalized partnership of the Westside Family Resource Network, the directors collaborated on other efforts and other proposal opportunities to meet the needs of the neighborhood residents. The Directors would vote on the lead fiscal agent and decide how money would flow to collaborating partners. This eliminated the historical “rat race” often felt by neighborhood agencies vying for the same contracts and money.
- The directors meet quarterly and a monthly meeting is held for direct line staff of the participating collaborative members, as well as community, school, juvenile court, DCFS staff, foster parents, and other child-focused agencies and partners. The Site Coordinator facilitates the monthly meetings where neighborhood resources and agency updates are shared along with details of gaps in services and neighborhood trends. All this information is shared with the directors who plan for the future of the collaborative through development of policy, procedure, and neighborhood strategic goals.



Attachment "M"

Example: Oregon's Community Collaborative without Agency Funding

- Identified existing collaborations in target community and other community stakeholders.
- Held a Community Forum to introduce neighborhood data and agency practice change (funded by the child welfare agency).
- Identified interested parties from the Forum and began discussions regarding collaboration.
- Invited key stakeholders and interested parties (identified through the Forum) to a conference where a strategic plan was developed that focused on both neighborhood needs and child welfare needs (funded by the child welfare agency).
- Group continued to meet and established its own degree of partnership and expanded membership with other neighborhood stakeholders, including child welfare staff. (This effort was led by an existing collaboration, which agreed to adopt the focus of child welfare to their neighborhood efforts and mission.)
- The neighborhood collaborative sought funding for recruitment activities, support of foster and adoptive families, resource development, and a family advocate for TDM participation and school advocacy. The school function was identified during the strategic planning for at-risk youth and was incorporated into the dual function and focus of the created position. This is a good example of how the community identified its own needs and creatively addressed them while also meeting the needs of the child welfare agency.
- Recruitment activities are regularly planned and funded by the child welfare agency in partnership with the activities of the neighborhood collaborative. As the relationship develops, costs are shared by the partners and child welfare agency.
- Nontraditional partners offer support to the collaborative and families through store discounts, printing of materials, donation of supplies, and adopting families for the holidays.



Attachment "N"

Examples of Deliverables for In-Home Service and Placement Providers

- There will be a written service plan, which will contain an expected date of discharge, measurable goals, outcomes, and performance indicators. The treatment plan must be consistent and supportive of the public agency's case plan goal (e.g., reunification, adoption, etc.).
- The provider will individualize and modify services to achieve child/family goals.
- Treatment plans must minimally include input from birth family, resource family, youth (as age appropriate), and caseworker, and actively involve them in implementation.
- The provider will demonstrate activities designed to ensure the involvement, on a regular basis, of a Children and Family Services-designated family member or a significant adult in the child's treatment program.
- There will be culturally diverse staff trained with the ability to engage the family and the provider will identify and link the family to appropriate resources within their neighborhood.
- When possible and appropriate, the provider will provide a resource family in the same neighborhood as the child's family residence.
- Moves hurt kids. Therefore, any move of a child must be planned and carefully executed in a manner that is in the child's best interest. Additionally, the CFS caseworker has the ultimate responsibility for the child's case planning. Therefore, all moves must be preapproved by the caseworker through the CFS Case Review Staffing process.
- Residential providers will develop and implement residential treatment/service programs for children that will be utilized only in very specific situations for short-term (six months or less) stabilization and intensive interventions. It is expected that these programs will be fully implemented within _____. (Reader, please insert timeframe.)
- The foster care providers will secure (through sub-contracts) and implement services/treatment programs, which will support the achievement of the child's case plan, goals of reunification, or another form of permanency within one year. It is expected that these programs will be fully implemented within _____. (Reader, please insert timeframe.)



Closing a Shelter: What Might It Take

Defining the values and clarifying the message.

- Take time to talk to staff, private agencies, and community partners about the placement procedures at the PCWA (i.e., the length of stay of children in care and the racial disparity of children in care). Help them understand the need for improvements in these outcomes and how they all play a critical role.

Developing a plan for PCWA staff that articulates desired goals:

- Identify why change is necessary or desirable.
- Assure attention to immediate needs.
- Provide for intensive staffing of current population to secure alternative placements.
- Describe the necessary changes in practice, policy, and the structure required to achieve the goal with timeframes and the persons responsible.
- Identify needed resources (the skills, dollars, alternative placements, etc.).
- Assure ongoing assessment of needs and conditions.
- Assess the current intake process. Are the procedures and incentives consistent with agency values and principles (strengths-based assessment that focuses on safety within the family)?
- Assess the current placement process. Are the procedures and incentives consistent with agency values and principles?
- Require the development, interpretation, and use of appropriate data to drive decisions.
- Describe and develop or enhance a process for adequate gatekeeping.
- Redesign the process to recruit, develop, and support resource families for out-of-home care.
- Involve representatives from all divisions in ad hoc committees.
- Develop strategies to engage staff:
 - ✓ Regular meetings with staff most affected to hear and respond to concerns.
 - ✓ Visible reminders of the goals: charts of data on the progress, stories of success, etc.
 - ✓ Honoring the past and explaining the change (new issues require new responses).
 - ✓ Celebrations of success and rewards for "champions."
- Describe a process for ongoing review and monitoring of each action step.

And outside the PCWA:

- Identify and consult with external stakeholders:
 - ✓ Resource families.
 - ✓ Private providers of home-based and out-of-home services.
 - ✓ State and county human services officials.
 - ✓ Elected officials.
 - ✓ MH, MR/DD, school personnel, juvenile justice, etc.
 - ✓ Private providers of out-of-home services.
 - ✓ Community advocates, etc.
- Identify and consult with potential neighborhood partners. Identify placement needs in their neighborhood and ask for their help in recruiting resource families.
- Meet with current resource families to define the values and goals driving the change; provide data regarding the specific need for placements and ask for their help.
- Meet with private providers and request their help in developing placement alternatives in the neighborhoods.
- Develop alternative distribution of resources.
- Develop a process and policy to share data and decisions with community partners, resource families, and private providers.



Changing Roles in Partnerships between Public Child Welfare Agencies and Communities for Better Child Welfare Outcomes

The primary duties and the scope of responsibility will change for child welfare staff as they work closer with communities to help children and their families. Below is a list of suggested changes for managers, supervisors, and social workers. This list was compiled by an experienced Family to Family site.

Managers

(Senior Supervisors, Chiefs, Regional Administrators)

The primary duties of Senior Supervisors in a neighborhood office or in a centrally located office doing neighborhood-based social work:

1. Dual responsibilities of managing the day-to-day operations of a neighborhood-based child welfare service center and partnering with other neighborhood leaders on issues of child welfare and development;
2. Manage/oversee all aspects of child protection and permanence, including safety and risk assessment; case plan development and implementation; case staffings and semi-annual reviews; court filings, hearings, and appeals; fiscal operation for the neighborhood office; service development, delivery, and evaluation; and community engagement;
3. Educate parents, community residents, and collaborative partners on federal, state, and local child protection and permanency laws;
4. Establish, maintain, and nurture linkages with neighborhood collaborative members;
5. Serve as liaison with other child welfare agencies, such as entitlement services, child support enforcement, and all entities that serve families;
6. Resolve all case-related matters that occur in her/his geographical area;
7. Establish and nurture relationships with neighborhood residents and providers to maximize the development and delivery of resources to improve child safety, permanence, and self-sufficiency;
8. Ensure that systems are in place to ensure child safety and permanence for active child welfare cases;
9. Monitor and oversee staff performance, via regular supervision and annual evaluations;
10. Attend neighborhood collaborative meetings to identify, review, develop, and implement services;
11. Conduct and/or delegate quarterly meetings between Children and Family Services and neighborhood collaborative staff;
12. Prepare and oversee preparation of monthly statistics to meet federal, state, and local mandates re: child safety and permanence.

Supervisors

1. Coach, model, nurture, and support direct service workers to ensure that children are protected and nurtured in a family-like setting, if possible;

2. Educate parents, relatives, and kin regarding federal, state, and local laws regarding child protection and permanence;
3. Develop and maintain electronic systems to monitor casework to ensure that federal, state, and local mandates are met in the protection and permanence of children;
4. Work with direct service staff, parents, and collaborative members to develop, implement and evaluate neighborhood services to mirror the strengths and identified needs of residents;
5. Take primary responsibility for the assessment and resolution of case scenarios and problem situations in their unit;
6. Meet regularly with direct service child welfare workers to advise, coach, mentor, guide, and support the range of decisions that ensure proper case management. This includes the completion of a safety and risk assessment, development of a case plan, filing of appropriate court documents, preparing worker for court appearance, identifying and evaluating community resources, and engaging parents, youth, and community partners.

Direct Line Child Welfare Workers

1. Provide direct services to children who are alleged or adjudicated abused or neglected to ameliorate the risk;
2. Complete a genogram and ecomap on every family whose child is alleged or adjudicated abused or neglected to identify family structure, strengths, and resources;
3. Work with collaborative members to identify and develop services to build on parental and family strengths and ameliorate parental and family needs;
4. Engage parents and children in an honest, frank discussion on presenting issues, possible resolutions, and outcomes, including reunification or the termination of parental rights (families deserve straight talk);
5. Address family within mandated timeframes of receiving neighborhood case;
6. Convene family meetings and mandated interventions at appropriate times in the life of the case, i.e., Team Decisionmaking meetings, family conferences, visitation, child's education and grooming, religious or sports activities, parent classes and services, etc.;
7. Maintain contemporaneous (electronic) case notes regarding all activity, including but not limited to: home visits, attempted home visits, telephone conversations, meetings with family members, treatment providers, collaborative members, attorneys, etc.