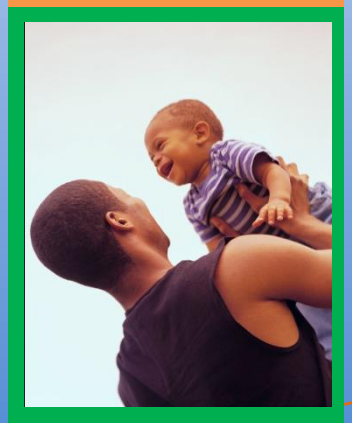

FRIENDS National Resource Center for Community-Based Child Abuse Prevention (CBCAP)

National Advisory Network (NAN) Webinar 5 Closing

March 15, 2011

FRIENDS

National Resource Center for CBCAP

A Service of the Children's Bureau, a member of the T/TA Network

NAN Purpose

Provide information and insights into systemic factors that affect the future of prevention of child abuse and neglect and the promotion of protective factors to guide the future work of the FRIENDS National Resource Center.

NAN Outcomes

- Inform FRIENDS training and technical assistance
- Support a wide range of prevention network activities
- Strengthen collaborative relationships and action
- Prepare the CBCAP system to adapt to an emergent future

NAN Process 2010

Orientation Webinar 1

Cycle 1: Survey and Webinar 2

What trends will affect the protective factors over the next ten years?

Cycle 2: Survey and Webinar 3

Given our understanding of overarching trends, what are options for leveraged action to prevent child abuse and neglect?

Cycle 3: Survey and Webinar 4

What knowledge, skills, tools and support will CBCAP Leads need to implement strategies for the future?

Timelines and Next Steps (Revised)

Cycle 1	Respond to survey	11/5 to 11/30
	Analyze and report	11/30 to 12/27
	Webinar 2	12/3 at 2:00 EST
Cycle 2	Webinar 3—Kick off cycle 2	1/5 at 2:00 EST
	Respond to survey	1/5 to 1/21
	Analyze and report	1/21 to 2/2
Cycle 3	Webinar 4—Kick off cycle 3	2/17 at 2:00 EST
	Respond to survey	2/17 to 3/1
	Analyze and report	3/1 to 3/15
Final Analysis	Final report Webinar	3/15

1. Articulate a shared vision, reframe the prevention focus, and communicate the evidence of wide and costly effects of child maltreatment
    - Knowledge
        - How does the public policy process actually work?
            - Who has authority?
            - What are the differences among law, administrative code, and policy?
        - Current messages that are in the community already
    - Skills
        - Communicate effectively in multiple media and with various materials
            - Maintain core message to diverse audiences
            - Use new media effectively
            - Incite others to action
        - Make and manage budgets
        - Recruit, select, and manage highly skilled contract workers
    - Tools and supports
        - Well-articulated communication examples
        - Compelling stories
        - Strong, coherent, consistent national campaign
        - Access to research findings

2. Develop and implement technology to support prevention and promotion efforts

Knowledge

- Rules and methods related to data management, privacy, reliability, access, and interpretation
- Variety of current and emerging technologies and their best uses (e.g., Twitter, Facebook, YouTube, webinars, and others to come)

Skills

- Access and use most common media tools
- Participate in design, development, and testing of technological tools
- Recruit, train, and retain techno-savvy contract workers, staff, and volunteers
- Accept new technology and be willing to get up to speed

Tools and supports

- Accessible on-line data bases of resources available in the community to support families
- Regular updates on technological innovations and applications in prevention and promotion
- On-line data collection and reporting tool (based on Logic Model and OMB PART) to be used by all CBCAP Leads, PSSF, and CAPTA Leads

3. Enhance and prepare the human services workforce, including volunteers from elder and immigrant communities

- Knowledge
  - Workforce planning and management
    - Workforce status and projections of available workers and level(s) of unemployment
    - Employment trajectory (e.g., when one starts as a family support worker, what are the options?)
  - Prevention and promotion strategies/issues
    - Cultural diversity, sexual abuse prevention strategies, trauma-informed practice, protective factors, shaken baby syndrome, importance of early childhood education
- Skills
  - Engage with parents, volunteers, elders, immigrant communities
  - Engage and retain volunteers and staff
- Tools and supports
  - Consistent training structure
  - Supervisory structure
  - Universal baseline standard for performance across services

4. Implement and evaluate existing programs.

- Knowledge
  - Basic research and evaluation practices and strategies
    - What constitutes evidence?
    - Key methods and designs
  - Implementation science and practice
    - Aspects of effectiveness of key program types (e.g., fidelity, impact)
- Skills
  - Support effective evaluation
  - Implement evidence-based programs
  - Use data to improve practice
- Tools and supports
  - Effective website that provides information about existing programs
  - Review and feedback on locally-developed data collection tools and evaluation programs
  - Common, validated evaluation instrument for prevention activities
  - Information about and access to easily replicated and inexpensive evidence-based prevention programs

5. Influence public policy related to prevention of maltreatment and promotion of healthy families.

- Knowledge
  - Decision-making processes related to public policy
  - ACEs study
- Skills
  - Make the case in compelling ways
    - Articulate concisely and cogently the impacts of child maltreatment
    - Mobilize advocates, including parents
    - Speak positively and not punitively
  - Establish partnerships with others (doctors, scientists, economists, law enforcement, education, and so on)
- Tools and supports
  - Tools to calculate and communicate the financial benefits
  - Support in tracking the broader policy landscapes that affect maltreatment
  - Structure state-wide collaborations to address shared issues and to form workgroups on specific issues

6. Research and evaluate theory and practice of prevention and promotion.

- Knowledge
  - Evaluation and research basics (e.g., difference between outcomes and outputs)
  - Public and private sources of family financial support (funding streams)
- Skills
  - Creative problem solving to innovate and make suggestions
  - Critical thinking to assess and critique research and evaluation claims
- Tools and supports
  - Unified definitions, indicators, standards across service silos that influence prevention and promotion activities, outputs, and outcomes (i.e., protective factors)
  - Short list of priority activities across the national network of CBCAP Leads
  - National research agenda that could be supported by individual CBCAP Lead agencies

7. Restructure funding and service delivery infrastructure to focus on prevention.

- Knowledge
  - Difference between outputs and outcomes
  - Public and private sources of family financial support (funding streams)
  - Opportunities to integrate or braid funding streams
- Skills
  - Innovate and make suggestions through creative problem solving
  - Promote a shared vision that can be operationally implemented
  - Advocate for systems changes (e.g., community case workers)
  - Build partnerships to consolidate budgets
  - Identify and map existing prevention dollars across systems
  - Connect, integrate among prevention foci
  - Manage time and tasks effectively
- Tools and supports
  - Integration of funding streams at the federal level

8. Strengthen interdependencies and build partnerships.

- Knowledge
  - Collective efficacy (recent article in Stanford Business Journal)
  - Where coordinated local funding planning takes place to try to influence toward prevention
- Skills
  - Mobilize non-traditional partners to action, volunteerism, and pro-bono assistance
  - Develop benchmarks to indicate progress and return on investment over time
  - Develop partnerships
- Tools and supports
  - Logistical support for finding volunteers and matching them to needs
  - Examples/stories of prevention being woven into a broader community change agenda
  - Prevention council at the state level
  - Coherent foundation for action at the national level
    - Federal prevention plan, common national message, common standards and expectations, strong and integrated federal network of partners

Opportunities for NAN

- Possible face-to-face meeting during the Network for Action meeting in Alexandria, June 22 and 23, 2011
- Proposing to document the findings of the NAN in a white paper and/or information for FRIENDS website
- Share finding with others:
  - FRIENDS Staff and Partners
  - CBCAP Leads
- Move into the next phase of design:
  - Integrate findings into FRIENDS intensive T/TA
  - Share findings with others in the CAN Network
  - Plan to present a plan at the 2012 OCAN anniversary
- And . . . ?

What are your comments about the process?

What are your questions?
What are your suggestions?

THANKS!
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