207:
Developing Family Leadership: Using Data to Help Develop Practice

Outline Curriculum

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For:
The Pennsylvania Child Welfare Training Program

University of Pittsburgh,
School of Social Work

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Agenda for 1 hour webinar on 207: Developing Family Leadership: Using Data to Help Develop Practice

Estimated Time	Content	Page
5 minutes	Section I: Welcome and Introductions	1
10 minutes	Section II: Defining Family Leadership and Exploring the Data	2
30 minutes	Section III: One Agency's Efforts to Develop Family Leadership	3
10 minutes	Section IV: The Roadmap to Youth and Family Engagement	5
5 minutes	Section V: Closing	6

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Section Name	Est. Time	Key Concepts	Resources Used
Section I: Welcome and Introductions	**5 minutes**	Method of Presentation: Lecture • **PowerPoint Slide #1 (207: Developing Family Leadership: Using Data to Help Develop Practice)** should be displayed when WebEx is set up and should remain until you are ready to begin the webinar. • Referencing **Handout #1 (207: Developing Family Leadership: Using Data to Help Develop Practice)** and displaying **PowerPoint Slides #2 (WebEx Instructions)**, **#3 (Presenters)**, **#4 (Purpose)**, **#5 (Learning Objectives)**, and **#6 (Agenda)**, review what participants can expect regarding the use of WebEx, introduce presenters, and review the agenda and learning objectives for the webinar. **Notes:**	• **Handout #1: 207: Developing Family Leadership: Using Data to Help Develop Practice** • **PowerPoint Slide #1: 207: Developing Family Leadership: Using Data to Help Develop Practice** • **PowerPoint Slide #2: WebEx Instructions** • **PowerPoint Slide #3: Presenters** • **PowerPoint Slide #4: Purpose** • **PowerPoint Slide #5: Learning Objectives** • **PowerPoint Slide #6: Agenda**

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| Section II: Defining Family Leadership and Exploring the Data | **10 minutes** | Method of Presentation:
Lecture

• Using **PowerPoint Slide #7 (Family Leadership)** to provide participants with a definition of Family Leadership.

• Use **PowerPoint Slide #8 (Family Leadership is the key!!)** to further stress that family leadership is key to success of the FGDM process and that we need to take a critical look at, not only how, but how effectively we empower families and place them in the leadership role.

• Referencing **Handout #2 (Family Group Survey)**, **Handout #3 (Statewide Family Group Decision Making Conference Survey Report July – December 2010)**, **PowerPoint Slides #9-10 (Measuring Family Leadership)**, review the items on the Family Group Survey that are used to measure Family Leadership.

• Reference **Handout #3 (Statewide Family Group Decision Making Conference Survey Report July – December 2010)**, **Handout #4 (Family Group Decision Making Conference Survey Report January 01, 2011 - June 30, 2011)**, and **PowerPoint Slide #11 (Family Leadership Data)** to review the data related to Family Leadership. Make sure to explain the difference between mean, median and mode so that participants understand the meaning of the numbers. Also | • **Handout #2: Family Group Survey**

• **Handout #3: Statewide Family Group Decision Making Conference Survey Report July – December 2010**

• **Handout #4: Family Group Decision Making Conference Survey Report January 01, 2011 - June 30, 2011**

• **PowerPoint Slide #7: Family Leadership**

• **PowerPoint Slide #8: Family Leadership is the key!!**

• **PowerPoint Slide #9-10: Measuring Family Leadership**

• **PowerPoint Slide #11: Family Leadership Data**

• **PowerPoint Slide #12: What Does It Mean?** |

<table>
<tr><td rowspan="2"></td><td rowspan="2"></td><td>compare the relevant data points between the statewide report and Lackawanna County's report.</td><td rowspan="4"></td></tr>
<tr><td>**Trainer Note:** Participants will not have a copy of Lackawanna County's report. The only data pertaining to Lackawanna County that participants will see is located on **PowerPoint Slide #11.(Family Leadership Data)**</td></tr>
<tr><td></td><td>• Using **PowerPoint Slide #12 (What Does It Mean?)**, explain the significance and meaning of the data as well as implications for practice. Make sure to establish the fact that data suggests that, in regards to Family Leadership, Lackawanna County is ahead of the state as a whole.

Notes:</td></tr>
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| Section III: One Agency's Efforts to Develop Family Leadership | **30 minutes** | Method of Presentation:
Question and Answer

• Display **PowerPoint Slide #13 (Lackawanna County's Approach to Family Engagement)** and introduce William Browning. | • **PowerPoint Slide #13: Lackawanna County's Approach to Family Engagement**

• **PowerPoint Slide #14: Questions** |

- Inform participants that Mr. Browning will share Lackawanna County's approach to family engagement and Family Leadership.

- Moderated discussion will now be held with Mr. Browning. Potential question for Mr. Browning are listed below:

    o How is Family Group Decision Making implemented in your county? (*e.g.,* Do you contract with a private provider or do you have internal staff who coordinate and facilitate the process?)

    o How do you use data to further develop family engagement in your county?

    o What family engagement efforts are currently in place?

    o Can you share any lessons learned?

- Display **PowerPoint Slide #14 (Questions)** and open the session for questions from participants.

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Section IV: The Roadmap to Youth and Family Engagement	**10 minutes**	Method of Presentation: Lecture • Make the connection between Lackawanna County's use of families on an advisory board to "The Roadmap to Youth and Family Engagement", which is a resource that can be used at the agency level to further build Family Leadership within the county. • Referencing **Handout #5 (The Roadmap to Youth and Family Engagement)** and **PowerPoint Slides #15 (The Roadmap to Youth and Family Engagement)** explain the purpose of *The Roadmap to Youth and Family Engagement.* • Referencing **Handout #5 (The Roadmap to Youth and Family Engagement)** and **PowerPoint Slides #16 (The Roadmap to Youth and Family Engagement, cont'd)** explain how *The Roadmap to Youth and Family Engagement* should be used. • Referencing **Handout #5 (The Roadmap to Youth and Family Engagement)** and **PowerPoint Slides #17 (The Roadmap to Youth and Family Engagement, cont'd)** provide participants with a high level overview of each step in the cycle. **Notes:**	• **Handout #5: The Roadmap to Youth and Family Engagement** • **PowerPoint Slides #15: The Roadmap to Youth and Family Engagement** • **PowerPoint Slides #16: The Roadmap to Youth and Family Engagement, cont'd** • **PowerPoint Slides #17: The Roadmap to Youth and Family Engagement, cont'd**

| Section V: Closing | **5 minutes** | Method of Presentation:
Lecture, Question and Answer, and Individual Activity

• Using **PowerPoint Slide #18 (Questions)**, summarize the content for the day and ask participants if they have any outstanding questions**.**

• Share upcoming events, webinars, *etc.*

• Using **PowerPoint Slide #19 (For additional information or resources)**, direct participants to the *Youth Advisory Board* and *Families and Communities United* websites and discussion boards for additional information. Additionally, they can contact their Practice Improvement Specialist for additional technical assistance and resources.

• Reference **Handout #6 (Families and Communities United)** and ask participants to complete and return to the Training Program.

• Refer participants to **Handout #7 (References)** and ask them to complete **Handout #8 (Training Evaluation)**. Inform participants that it will be necessary to return the completed Training Evaluation to the *Training Program* to receive credit for attending.

Notes: | • **Handout #6: Families and Communities United**

• **Handout #7: References**

• **Handout #8: Training Evaluation**

• **PowerPoint Slide #18: Questions**

• **PowerPoint Slide #19: For additional information or resources** |

References

Pennell, J. (2005). Checking for model fidelity. In J. P. Anderson (Ed.), *Widening the Circle: The Practice and Evaluation of Family Group Conferencing with Children, Youths, and Their Families* (pp. 107-121). Washington D.C.: National Association of Social Workers Press.

Pennsylvania Child, Youth, and Family Program Improvement Plan Workgroup. (2011, June). The Roadmap to Youth and Family Engagement. Mechanicsburg: University of Pittsburgh.

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University of Pittsburgh, Pennsylvania Child Welfare Training Program. (2011). *Statewide Family Group Decision Making Conference Survey Report July – December 2010.* Mechanicsburg: University of Pittsburgh.

University of Pittsburgh, Pennsylvania Child Welfare Training Program. (n.d.). *FGDM Evaluation Subcommittee.* Retrieved February 29, 2012, from University of Pittsburgh, Pennsylvania Child Welfare Training Program: http://www.pacwcbt.pitt.edu/Organizational%20Effectiveness/FGDM%20Evaluation%20PDFs/Family%20Group%20Survey.pdf