

>> Thank you to those who have joined a little bit early.  
If you are logged on to the webinar, introduce yourself in the chat we'll get started in a few

minute>> All right, good morning, everyone, I'm a program director at Futures Without Violence, I have the great pleasure of welcoming you all to the webinar.

Promising Futures: Capacity assessment for DV/SV programs for supporting parents.

We have great speakers for you lined up for today before we get started, I want to hand it over to one of my favorite people, our funder Marylouise Kelly.

At the administration on children youth and families, family and youth services

bureau>> Thank you.

Hi, everyone.

Thank you for that nice introductions hopefully I'm one of your favorite people not only because we are also a funder.

>> Of course!

You were one of my favorites before you were my funder.

>> I'd like to say welcome to everybody, it's really fantastic to see nearly 200 people have logged on to the webinar.

In my role as director of the program, we're involved with over 1600 local domestic violence programs around the country who receive funding and of course work with the eight domestic violence coalition, the hotline and the network of national resource centers on domestic violence including Futures Without Violence, great work on health and on children's work.

So we are really excited to be part of this series of webinars.

Where futures gets to release some of the great new materials and to also feature some people like Amy who are doing wonderful work.

And children with parents who come to domestic violence programs.

We know from the 1600 or so domestic violence programs that reports on their services that almost 300,000 children are under 18 are served in domestic violence programs around the country each year and just knowing from my experience starting in this work in 1983 looking back, I think that I really wish that we had been more thoughtful about the children who come into programs and what they might need in order to be more comfortable and supported and parents who come in and need to think through what their children might need.

I think these resources are critical for victims of domestic violence who want to be safe and who want to help their children thrive.

So thank you for -- I'm looking forward how these tools will help all programs do some self assessment about what is working, how we make these services great for all people.

I'll turn this this back.

>> Thank you so ever.

I also want to give a big shout out to those of you who are logged in with us the last time and suffered through technical difficulties, we really appreciate you coming back and for those of you who are just joining us, welcome again.

We are going to get started first just want to hand it to Mie to talk a little bit about our tech just in case we run into

issue>> Thanks.

Hi, everyone.

My name is Mie I'm with futures without vie license I'm a program specialist.

And I'll be speaking a little bit later about our Promising Futures projects but I'm going over some of the technology that we'll be using today.

You are more than welcome to listen to the presentation through your computer speakers or join us over your phone.

If you want to join us through the phone please use the number on the screen and the pass code.

That is 1-888-850-4523 and the pass code is 7553659 I've muted all the lines in order to minimize the background noise so there's nothing that you need to do once you join us through the phone.

There are couple other features today I want to point out on the bottom of your screen you should be seeing a closed captioning box.

And you have the ability to scroll up and down in the box.

But please note that when you do scroll up and down the auto scroll feature will become disabled to reenable the feature please click on the auto-scroll box which is the upper right corner of the caption box.

I'm getting feedback that I am echo

in>> Do you have a headset?

>> No, I'm not.

I'm using a land

lin>> Can you pick up the receive>>

Ye>> Is this better?

>> Much better.

>> Okay, good.

Let's see.

Where was I?

I went over the closed captioning box feature and throughout the presentation we'll be using polls as well so all you have to do is click on your preferred answer option once I pull the poll into the screen. And then there's a file sharing pod in your screen as well that's where you can download the document that Amy will go over in her part of the presentation.

All you have to do is click on the title then click on the download file option.

At the end of the presentation we'll have a short Q and A section dedicated to answering your questions.

But if questions come up throughout the presentation please feel free to type it into the chat box which is on the right hand side of your screen and we'll do our very best to answer all of the questions by the end of the presentation.

For technical support during the presentation, please send me a private chat message and you can do that by clicking on the drop-down menu on top of the chat box and click on "Start chat with host" if there are problems with the system with that we can't help you with please call adobe tech support, their number is 1-800-4-3623.

And I'll be typing that into the chat box as well so you can reference it later on if you need to.

At the end of the webinar we'll be prompting you to answer very short survey, please take just a few minutes to give us the feedback on today's presentation.

Your feedback is very important to us.  
Just to remind everybody that all of our webinars are recorded and everybody will receive PDF version of the power point slide as well. I'll be e-mailing those to you be made available on our website. Thank you for joining us and we hope you enjoy today's session.

And turn it back over to Leanna.

>> Great, thanks.

I am going to introduce our speakers first up to Mie Fukuda who is children and youth program special list at Futures Without Violence. Prior to joining futures, she was a childrens advocate and bilingual spee schoolteacher in San Francisco.

As a children's advocate at the Asian women's shelter she comanged the shelter and provided case management to children and families surrounding domestic violence, sexual assault and human trafficking.

She is a certified domestic violence counselor and speaks English, Japanese and Spanish.

She holds a BA in psychology from the university of San Francisco and masters of education in education policy and management from the Harvard graduate school of education.

A little bit later we'll hear from Amy Torchio who works with children who experience domestic violence and sexual violence since 1986/87 she brings with her knowledge and insight gained through decade of providing advocacy and support services with children and their mothers at emergency domestic violence shelter in Bucks county, Pennsylvania.

Amy has worked as a children's advocacy coordinate are for the Vermont network against domestic and sexual violence since 1000.

In this capacity she provides children and youth related technical assistance to the directed service and sexual violence programs of the Vermont network.

Since 2004 Amy has worked nationally as consultant and trainer on topics related to children and domestic violence.

She has consulted closely with DV shelters as well as state and national hearing any sakes on children's advocacy supporting children and teens and parents and enhancing advocacy programming and strengthening family relationships.

We are so pleased to have both of these wonderful presenters with us.

And so I'm going to hand it over to Mie who is going to kick us

of[ inaudible

>> Yes, we can hear you.

Hi, everyone, again.

Which is a -- I'm getting feedback that folks can't hear

m>> We can hear you just can you speak up a little

bi>>

Ye>> For folks on the phone I'm sure you can adjust the volume on your system by raising up your speakers or touching the volume button on your phone as

wel>> Actually, if you are listening to sound over your computer speakers, there is audio set up wizard option on the meeting tab and if you click on that it will take you through some of the steps to enhance the audio.

Maybe try that as well.

I'm going over the online resource which is our website as well and that's called the Promising Futures best practices for serving youth and parents experiencing domestic violence.

I'll reference as our Promising Futures website.

This website was intended to provide wealth of information and resources to help domestic violence programs explore what their capacity is to serve children and youth and ultimately streng in this their approach and programs with by using evidence-based and promising practices.

And by evidence-based practices what we're referring to is using current research and evidence and making decisions about programming and services and by promising practices we mean practices that have potential to be effective but haven't been studied or formally evaluated.

To give a brief background of the project how it started the project is funded by the family and youth services bureaus, family pry vens prevention and services program at the Department of Health and human services.

And in 2011 futures received funding to provide national technical assistance to four state collisions which were Idaho, Wisconsin, ak and New Jersey.

To help them improve and enhance their work with mothers and children experiencing domestic violence.

And it was from our work with the state collisions and research that we conducted late are on that we learned that assessing program readiness and capacity building for programs and advocates were huge needs across the country.

And as you can see there are few objectives for the project on your screen, those included providing national technical assistance and training to state coalitions and local programs to build the capacity of domestic violence programs to provide effective interventions for children and youth.

To provide access to a wealth of information, wide range of ex is continuing intervention, services and best practices and this was very important because not all programs are ready or financially capable at the same place of adopting clinical-based intervention, is that are evidence based.

And so the wide range is very key.

To advance the field towards more programs in corp operating evidence-based and research practices and finally to develop our online resource and capacity building website which is the Promising Futures website and I'll go over the website with you in just a little bit.

Throughout the project, futures partnered with some key people, agencies and national committee to conduct research and to develop the website.

And it was with these that we together collaboratively created our guiding prinsdz for work and we still follow the principles to this day.

And our partners were the four funded state coliksz, the three funded culturally specific resource centers and then a national leadership committee that was made up of state coalitions, researchers, DV programs and national partners as well.

And like I mentioned the principles that we came up with guide our approach and our work today and the Promising Futures website serves as platform to show case all of the resources, tools and information that embody all of these principles.

So what are those principles.

These principles are, that mothers and children's safety and well being are strongly linked.

Implementing trauma-informed approaches is an effective way to reduce the effects of domestic violence on mothers and children.

Culturally relevant programming is crucial.

And emphasizing protective factors, resiliency and strengthening the mother-child bond is effective in breaking the intergenerational cycle of violence.

One of our main goals for the website was that it acts as like a clearinghouse or like a hub for advocates and service providers to access information on as many existing interventions and pramtion as possible without having to look for them on their own.

In order to do that and collect all of the information and resources that we have currently on our website we conducted a national scan of existing evidence-based and promising programs.

Because we aim to go further and uncover programming for children and youth who are exposed to domestic violence that we like to call hidden gems.

We did more than the national scan we conducted a national survey with state DV coalitions, we conducted focus groups with culturally specific institutions and key stakeholder interviews as well.

And through this research we also heard from folks who are directly doing the work with families and children, that they wanted the tools and resources to assess what their program readiness was and to build their capacity.

And we really wanted to learn about as many programs as possible, especially those that weren't getting the national attention that some of them were.

Evaluated programs that were still promising and effective in order to give them the attention that they deserved by highlighting them on our website.

Through this project we developed all of these resources that are on this slide in front of you right now.

And we have a number of them on our website and the resources range from skill building tools, fact sheets and the data base that's on our website.

Since we don't have time to go through them today I really encourage everyone to go back to the slide since everybody will get a copy of the presentation and go through these resources and download them from our website.

But just to give you an example of one of our resources, this is the info graphic of protective factors that perform resiliency for children and youth experiencing domestic violence.

That you can download from our website and offered in JPEG, printable poster or power point image that you can use.

And you can print it in two sizes, in legal size or poster size.

The poster size is big it's really great for putting up on walls in shawl terse, program offices or taking to trainings as well.

Before I switch gears and walk you through some of the website I wanted to reiterate that the purpose of the website is to help advocates and service providers who work with children and families to really think about their program readiness and what their capacity is for streng in this their programming to better meet the needs of the children and the mothers that they work with.

By implementing research practices and interventions.  
And our hope and vision for this website is that it not only help grow the field by bridging research with practice in accessible way, but also creates a community of practice that works towards being more effective in their work together.  
This website is really meant to be a growing resource for all of us and represent the wonderful work that's already happening in our communities and to share that with one another.  
These are the questions that we ask the programs and advocates in our surveys and interviews that I talked about earlier.  
So, essentially the website is meant to answer these questions.  
So the questions are, what do children and youth experiencing domestic violence need from us?  
What capacity do we have?  
What it's missing.  
What models and tools exist that we can use so we're not redesigning the wheel.  
And how can we meet the specific needs of community members and support parenting and mother-child bond.  
And what can we to improve our practice.  
And set some short term and long term goals.  
Let's see, now I'm going to share my screen so we can walk through the website together.  
Last time I had trouble doing this so please let me know if it's working.  
Because I cannot  
tel>> It's a little box, but I can see it,  
yea>> You can see it?  
I'm sorry, okay.  
Actually can you expand the box?  
I think you have the --  
>> Did that  
wor>> I don't know, I can't see the screen.  
Maybe the participants can tell us.  
Can everybody see the screen big?  
Thank you everyone for waiting.  
It's getting bigger.  
Hold on.  
There we go.

Perfec>> This is the home page that's website.  
Right now the website has searchable database to search the evidence-based interventions and promising practices that I've been talking about also has strategies for programs to build capacity, we profile and highlight some states and programs that are doing innovative work.  
Also research, resources for working with culturally diverse families, training curricula, other tools for advocates and resources for parents and caregivers as well.  
I wanted to share this feature with you so if you -- on the home page, if you scroll down just a little bit on the right hand side of your screen you'll see the share your work feature.  
And if you click on the share button, it should take you to -- there we go.  
A form that you fill out and this is where you would share information about your program with us.

That you think should be highlighted on the website.

You can also share tools and resources that you think would be good to share as well or you can ask us questions and give us feedback here as well.

I'm going to go back.

And since the webinar today is talking about program readiness, I'm going to show you our program readiness section of the website.

And when we talk about program readiness, this is for our programs.

No matter how small or big your children's programming is or whether just starting to think about implementing a children's program or perhaps you've been doing it for awhile, perhaps you've also implemented clinical interventions no matter where you're at is really meant to be for all programs, where they're at, where it is that they want to grow and how to do it.

So this part of the website really provides a step by step guide on how programs can do that and integrate children's programming that centers around the mother-child relationship which goes back to our guidedness principles.

Just for folks joining us on the phone I clicked on the top part of the website, there are big tabs so I clicked on the program readiness tab and that's where we're at right now.

So, everything these conversations about making changes and integrating and strengthening children as collective as an agency can be very challenging.

Because it can bring up a lot of different personal values and beliefs that staff may have around children and families that don't necessarily align.

So let me show you a document that can help start that conversation and hopefully guide it as well.

On the right hand side there's a resource list, I'm going to click on the second one from the top, it's a program readiness checklist.

And it will take you to the downloadable PDF of the document.

This is actually developed by a presenter today, Amy Torchio it has didn't cat gor rees that you can think about in terms of program readiness and asking about your, what are your core values around children and parenting, how DOS your physical environment support children empowerment.

What are your priorities when you're thinking about hiring and recruiting staff, et cetera.

I definitely recommend taking a deeper look at this document after the webinar using it with your team and taking it to spaces like staff meetings or board meetings, et cetera.

Another big section of the website is our searchable database with the intervention, is that are evidence-based and promising practices.

Also the ones that I've been referring to as hidden gems.

These interventions are applicable to DV programs and have DV as a key type of trauma that is addressed.

So in order to get there you just click on the third tab which is intervention for children and youth.

I guess people are hearing my e-mail, I closed that.

You can search for intervention by clicking here on the left-hand side, find a program model and when you go there you will see a search box that you can type in key words or you have on your left-hand side different

filters that you can choose in order to hone down the results and to better meet what it is that you're looking for.

Let's try one as example.

Let's say I'm looking for intervention for younger kids.

I'm going to click on the age group then I'm going to click on zero to five.

Once I do that, pops up to the top.

I'm going to also include 6-12.

As you can see the results have now narrowed to 14.

If you go down to the bottom there's the little page tab that you can click to get to the next page.

And to show you a program profile I'm going to click on kids club and mom's em moirmt to give you an example.

I've clicked on that, this is what our program profiles look like.

So there are tabs on the top, right now in the overview which gives you solar general information about the model, like, for example, how long it takes and what kind of setting it's meant to be implemented in.

I'm going to the second tab now, the population served, we know that it's catered to meet ages -- kids who are ages 0-12 because that's what I clicked in the filter but this is also where you would know if there have been any cultural specific adaptations for cultural groups, this case it has not.

Also offered in Swedish as well as English, go to the evaluation tab.

The tab gives you more information about the studies that have been conducted then gives you key outcomes of the studies as well.

If you go all the way to the bottom, there's the evidence-based registry that they have been rated in and if you click on them you can see more information about why they have been rated the way they have.

If you go back to the tabs, the last one is the training and resources tab, this is where you'll get more information on what kind of materials that are available for the training.

For training and in this case we see there's a program training manual that you can get.

In order to get that you contact Sandra, here is her e-mail as well.

All of our program profiles on the bottom has contact person with their contact information.

It's usually the person who is developed intervention and you can contact them directly.

Two more tabs, the tools tab, that I don't have time to go in to today this is basically where we highlight the innovations in the communities that I spoke about and the tools has more information and resources that you can use that are evidence-based and informed as well.

I encourage everyone to come back to the website after the webinar and play around with it and explore the different features that we have.

I'm going to go back to the presentation.

What are our next steps?

Our next steps to disseminate our project and pt resources, to really have people from across the country start using not only the website but the resources as well.

And one of the best ways to spread information about existing resources is through word of mouth.

We would love to have you share this information with your colleagues, friends and other networks that you might be a part of that you think would benefit from this information, as I mentioned before this web spiet

is really meant to showcase the technical and sometimes the clinical information of this work in an accessible way, which oftentimes it's not accessible.

And we want programs to advance their work and their practice by incorporating evidence-based and promising interventions building from wherever their programs are at.

And lastly, our intention is also for the website to be a growing and evolving collaborative sharing space that highlights the current and the new work of our communities.

So if you have resources that you think would be good for the website to showcase, please share it with us through the share your work feature that I showed you on the wb site earlier.

Or by e-mailing me, that's my e-mail right over here.

That's it for my section, but before I turn it over to Amy I wanted to remind everyone that this webinar is part of the series so the next webinar will be on April 19th.

It will build on today's webinar and we'll go over our suggestions on developing guidelines and outcome measures in order to be able to see and measure your work's impact.

Our third webinar will be on the 12th we'll present our new curriculum for domestic violence advocates how they can support the child-parent relationship and work with survivors and their children.

More information is on the flier, it's super tiny so I've hyper linked this to our webpage that I've uploaded it on so you can see more of the information there.

Also the registration links that are embedded on the flier are hyper linked as well.

Please register, we really look forward to seeing you on the webinar as well.

Thank you so much.

I'm going to turn it over to our next presenter,

Am>> Hi, everybody, can you hear me

>> Yes, I can hear

yo>> Terrific.

Thanks, Mie, thanks for inviting me to be part of this webinar.

I'm very excited.

Again I'm Amy Torchio the children's advocacy coordinator here in Vermont.

We're a dual coalition so our programs are both domestic and sexual violence programs.

We're a tiny state so we have 14 programs in our state.

Before coming here I worked at shelter for ten years as the children's program coordinator.

I'd like to say that I learned almost everything I know from the children and the moms that lived there as well as the advocates that I work with every day here in Vermont.

And I was also lucky to be able to work with futures on the website that Mie just went over with you all, it was a great and rewarding experience for me.

We'll talk a little bit more about how the tool that she shared with us today is good part of the assessment that I'm going to share.

So, what we're going to talk about today is a little bit about the foundation of our work here in Vermont, why we see sided to do capacity assessments of our work can children, teens and non-offending parents and

caregivers to, let you know about the process that we're using here with four of our programs to reflect on our work with kids and parents and the tools that we're using.

I want to let you know couple of things, one, my slides are a little sparse.

Know that you can contact me with questions and listen closely to all the work that I'm going to say, but my contact information is available on the last slide.

Also, just a little bit about the language that I'm using, I'm use parents and moms and non-offending parents and compare teens interchangeably as well as teens and youth to mean older kids.

I may get lazy say DV and SD, a lot of our tools will talk about those because we are -- we're a dual coalition.

One more thing is that I'm noticing that a lot of you are coming from programs that aren't domestic or sexual violence programs.

I believe that the assessment tool that I'm going to share with you today can be used in programs that aren't just domestic and sexual violence programs, so if you're creative I feel like you can really adapt it.

So, why did we decide to assess our work with families here in Vermont.

We have a plant which is office -- violence against women grant.

That has been working for many years on building capacity in four of our most rural domestic and sexual violence programs around supporting children, teens and parents.

And the other part of that grant is that we have a long collaboration history with our state child protection, we call DCF it's the department for children and families.

Particularly with the staff of our domestic violence unit there and corresponding district offices in the areas where our programs are.

So, we've always had a non-offending parent-child focus to our work.

We resourced these four programs to have strong children's advocacy programs.

They include three shelters, three are dual programs.

One is a domestic violence only program and one of them is a really tiny program with only three staff.

Some of you may be chuckling now.

We believe that there are benefits to committing to strong children, youth and family advocacy including connection with the community.

We've come to understand really clearly that in addition to it being crucial that we provide safety and support for non-offending parents, in most cases moms who come to our programs for services, it's equally as important to support children and teens both in the context of domestic and sexual violence perpetrated against their parents.

But also in the context of their own survivorship.

We learned it's critical to support the those children and adults that does not retraumatize them that supports their healing by allowing for safety, environment free from abuse and oppression and with tools available for healing and feelingse pretion.

This includes having programs in staff where volunteer time that is focuses on their needs.

We also learned great deal about providing support to strengthen bonds between children and teens and their caregiving parents and other supportive and safe adults.

And we're also really clear about the challenges.

Has been focused on the criminal, legal remedies and emergency response for many years, resources are scarce, and sometimes children and family advocacy work that is intentional and really culturally responsive are essential sometimes are secondary, become secondary at the hands of crises.

Another reason why we did this was to break the ground for the rest of our states.

So these four programs actually have been pretty well resourced to do children work, the bar is pretty high with their workf we started there it would be good place to start in our own state.

The goal is our assessment project here was to reflect on our work and to make it better.

It's not really an evaluation of our programs, that was a big deep breath for our programs because nobody loves to be evaluated.

But we are good at retrek shun, when we have the time to do it.

So, the goal is to be reflective.

We didn't feel the need to evaluate, not right now.

We wanted it to feel inspiring and doable and not overwhelming.

So, you how did we do it?

The leadership from our four domestic and sexual violence programs of the rural grant, we wrote this as a grant deliverable.

So we -- they agreed to it before we wrote our grant and then once we got our grant we started the process of creating the process and drk tors had a lot to do with that.

And also creating the tool and the children's add voa calt had lot to do with that.

I'd like to say that this would not have worked well without leadership support because it's really time consuming and it's critical that leadership give the message to the rest of your staff that this is a topic worth talking about and reflecting on and putting energy in. We also could not have done it without some children's voice at the table.

And in this case it was me, but mostly the youth and childrens advocates in the four programs who helped develop the tool with me and also -- helping in this process in their program.

I want to give a shout out to the RFP project, which is the resource sharing project of the national sexual violence resource center.

We adapted our tool from a tool that they had created for sexual violence and domestic violence programs.

So I just want to thank them for allowing us to take a look at that and adapt it for use with our programs.

Once we got their tool we created our own tool and I want to let you know that most of it, a lot of it came from that program readiness document that Mie shared with you right off of the website and so that would be a good place to go if you wanted to look at those statements.

We didn't include them all, but we did use many of the ideas that were in them.

So, after we created the tool the next step was to get it out to the staff of the four programs so I developed a survey monkey and it was sent to all the staff of the four programs.

They were separate surveys, so one per program.

And they were asked to fill it out, indicate if they were administrative or advocates, the percentage of time that they worked with children and teens and parents.

There was not applicable option for some staff who felt like they couldn't answer a direct service-based questions, for instance. We gave a deadline and collected all the vks via Survey Monkey that was later included in reports.

The answers were anonymous, they were never attributed to a particular staff that was helpful I think when people -- to help people be honest when they were filling it out.

The next step was -- that I created, we'll look more closely at the tools in just a second.

So the next thing that happened after we did the survey was I did create reports, one for each program that was compiled which included a narrative also some graphs from the surveys.

The results mostly shared like weighted averages for all of the statements.

The trickiest part -- trickiest program was our smallest program which has three staff, mostly because it's really hard to remain anonymous when there is only three of you, as some of you may know.

The rest of the programs had about seive to ten participants.

Then after the reports done and folks had time to digest those, we have been having four to five hour staff retreats to talk about the material and plan.

I want to give a little shout out here to the campus colicks who had a similar process for something that they did, which was a tool, a survey, reports then retreats.

It's been working really well.

We also brought in some of the move to end violence thinking about how to make the retreat process really meaningful for people and I will -- I'll share some of that with you in a bit.

The way that we designed the tool, hopefully you have it in front much you now, it starts with a personal section.

Our two main goals were to first see if we could learn about staff's personal capacity and feelings about working with children, teens and families.

And how they felt like they were getting support from their programs.

Then second, how they felt the organization was doing.

Again, our goal was to reflect on our work and make it better.

The personal section I'm not going to you through in depth.

I'll let you know that it included statements that were like, I think, I feel, I can statements.

They rated them on scale from would be to five.

One being strongly disagree to strongly agree.

Then there was open-ended questions at the end.

Mostly looked at people's comfort working with children and teens, parents, supporting non-violent parenting, training needs, supporting the organization, feeling like they were getting support from their organization around supervision.

And reflection.

Also measuring people's beliefs about who should work with kids and parents.

Some of the statements were, for instance, I feel comfortable working with children.

I could use more training on child advocacy, the impact of trauma on kids.

The personal section ended with some open-ended questions which identified people's personal strengths and challenges and personal action steps.

The second and larger part of the assessment was the organizational part. Again, this was designed for people to get -- to get a glimpse of the organizational culture, policies and practices around their work with kids, teens and parents.

So, it's interesting, because when you say kids, teens and parents that's pretty much everybody that we work with.

I guess it would be -- only person not included would be people who don't have kids, adults who don't have kids.

But this was specific to our work with children, teens and supporting parents as parents.

We divided it in to three sections, values, policies and practices.

And folks were ask to consider their agencies documentation, training and organizational culture when they filled it out.

And we used the same scale, again one being strongly disagree to a statement and five being strongly agree.

I'm going to give you chance in a little while to do a poll, actually answer some of the questions as we go through them.

Once again there were three open-ended questions about organizational strengths, challenges and actions at the end.

So now if you don't already have the hand out in front of you it might be a good idea to have it now.

This is just a tiny little excerpt of I think page number six, which is the beginning of the organizational part of the assessment tool.

You'll see if you look back on page five you'll see the scale that we used and it resembles the one that was used in the original assessment tool.

It doesn't just say strongly disagree, it may say -- have some more information in there so people can answer each question or statement, have it reflect what they ever feeling.

For instance, strongly agree, could also mean our agency, this is our philosophy, this is what we do.

I want to say, too, that we didn't design this to be ee Val evidence-based in any way.

We didn't use evaluation at all when we created it.

You may want to create your own tool, maybe use this one as a basis for that.

We hope that you do, and if you choose to do a project like this that you make the tool work for your community that you make it culturally relevant and also that you design it to create the outcome that you want.

So, in other words, that you get the information that's valuable to you so if you want more evaluation -- also work as evaluation you need to work with or some evaluation experts to make that work.

We're going to drill down a little bit now and take a look at these sections individually.

The first section was about values, so, remember it goes values, policies and practices.

So the values section is really about talking about our beliefs and philosophies and agreements within your program.

This area focuses generally on what conversations programs have had about the status of children and teens, both in the world and in the larger movement.

So, for instance, you'll see a statement referencing conversations about autism.

Also looked at comfort of staff working with kids, Val use around staff capacity, all staff capacity to work with kids, goals, approach, empowerment, confidentiality and information.

Feelings about visitation issues and supporting family bonds.

Then shelter responses to teens and families.

Some statement examples here again rated from one to five.

Here is one that says D.

We have consistent message, common goal or overarching guideline about treatment of children and teens in our spaces.

I should go back say that the organizational values part of the tool has three sections.

One is children and teens, one was parents and caregivers, one was child abuse reporting.

So, in the children and teens section, another statement was, we approach children and teens' needs as both separate and connected to their parents.

Another one, our program goes beyond providing respite and child care for parents and focuses on providing direct advocacy in support for children and teens.

A shelter specific example, we've talked about and agree on how to handle request of shelter involving teens and family members in attempt to offer safety and programs that is -- for this population.

Under this section we're really talking about how people feel, not yet about the policies around it.

So, in the parents and caregiver section, this one generally looked at the values around supporting parents in and out of shelter, around non-violent parenting, around all staff having the capacity to support parents.

Parenting in your spaces, advocates' roles in supporting parents.

An example statement here, we have talked about our approach to supporting non-violent parenting and treatment of children and teens.

Another one, all staff members understand the challenges involved in parenting when domestic and sexual violence exists.

Shelter-specific example, we have a role in supporting parents in shelter.

Finally, under organizational values, the last part was about child abuse and reporting, and that -- those statements generally looked at staff understanding of their reporting mandates, how the organization talked about child abuse and how to handle situations.

One statement from this section, all staff understand their mandates regarding child abuse reporting.

And then at the end, there were three open-ended questions, again, where does your organization show strength where.

Does your organization have opportunity for growth and how can your agency use its strengths to create the action.

So, we're going to do our first poll.

Poll number one.

Here we go.

I would like to you just think about your program, whatever your program is.

Here is the poll.

The question asks you, our organization we believe that all staff should build capacity in child advocacy including child sexual abuse, the impact of trauma on children and child development.

So, go ahead and fill this out.

Let's see what we get.

Again we have strongly agree -- strongly disagree, disagree, neutral, agree and strongly agree.

What you see that most people are saying that, yes, our organization believes that all staff should build capacity in child advocacy.

You'll also see that there are some, 50% strongly agree right now about 35 agree then neutral and there's 11% of folks who say actually, I strongly disagree.

Our organization doesn't believe that this is something that all staff should do.

We're going to end this poll.

Terrific, thank you.

Now we're going to take a look at the organizational policies.

This section was divided into six focus areas, one was just over charging staff, recruitment and hiring, staff development and support.

Program policies, shelter policies and child abuse and reporting policies all having to do with work around children, teens and parents.

In the overarching policy section, it generally looked at including kids and teens, are they included in your mix statement?

Do you have policies or statements around how kids are treated in your spaces.

Your advocacy approach and safety.

When you're looking through your tools there you'll see from samples, our mission statement includes a specific commitment to children and teens, our program allocates resources, sufficient resources to provide and direct advocacy, et cetera.

Then next focus is staff recruitment and hiring.

This one generally looks at seeking knowledge about children, teens and families being included in all interviews for all staff positions when hiring.

So, an example here, all positions include questions about experience, knowledge and competency regarding working with children and teens.

This would be for a court advocate, a children's advocate, a director, whoever it was that you were hiring into your program.

The next focus had to do with staff development and support.

And this one generally looked at all staff having training in child advocacy and supporting parents.

All staff having some kind of training in trauma-informed services with some focus on brain development and support and supervision regarding the challenges working with families.

A sample here, all staff are trained in child development, child advocacy and non-violent treatment and parenting support.

The program policies focus generally looked at confidentiality and information sharing and not using family members as interpreters, for instance.

And we have an example here, we have clear policies about information sharing, confidentiality and parental consent for childrens and teens which allow them the most confidentiality possible.

This is an interesting one for programs who haven't thought that through. We're used to thinking a lot about confidentiality with adults, I'd say next teens, get to little kids, we don't often talk about their confidentiality.

The shelter policy section generally looks at some teen issues, often autonomy for teens, do you have policies around how teens can operate in your spaces.

Teen boys in shelter, how about guidelines around parenting kids and teens in parents and if they cause stress or if they reduce stress.

One statement here, all shelter guidelines are empowering for both parents, teens and parents and reduce the stress of shelter living. Strength and parent-sibling relationship.

Then finally the child abuse and reporting section of this assessment looked at clarity around reporting policies and protocol.

If abuse occurs in program spaces and balancing safety of adults and kids.

For example, children have clear and well articulated response protocol for situations where child abuse occurs in shelter or in our spaces.

Let's do another poll, this will be poll number two.

The magic poll person put it up.

Again, think about your for example and whatever your program is.

This question is asking the statement says, our program provides adequate supervision for all advocates or fill in the blank there, which includes opportunities for reflection on the challenges of working with children, teens and families.

This looks like the results of this one are a little bit more spread out. We have about 50% I guess, maybe a little more, 60% agree or strongly agree.

Then from there it looks like 40 or so percent neutral and below.

Again, I want to just say that assessment tool is based on best practices.

Every statement is really reflection of a best practice.

So you're kind of assessing your program up against the best practices.

We all know it's best practice to provide lots of supervision and hard work that we do.

It's one thing to know it.

Another thing to operationalize it that can be very difficult in a stressed out program like we all work in.

We're done with this one we'll move along to the next slide.

The last section has to do with practice.

And reflecting best practice in our practice.

This was in five different sections here, these focus areas were general, then supporting the healing of children and teens, supporting parents, child abuse and reporting and community connections.

In the general practice focus it really looked at the balancing of advocacy with kids and teens and parents, both as individuals and also supporting them as families.

Communication and coordination between adults and child-focused staff, welcoming spaces in your program, skills to support and strengthen families.

Consideration of diverse cultural values and skills and knowledge to work with marginalized populations.

All staff having skills to support parents and non-violent discipline approaches, trauma informed advocacy, avoiding family members materializing, flip side make sure you are engaging interpreting services. That is all caught in the general section, one example here, we consider cultural values and practices related to violence, discipline and mental health within families.

The second section was supporting the healing of teens and kids.

This one generally looked at supporting bonds with family and community, providing safe environments, structure and predictability, access to services, school counseling, contact with the other parent, unique responses for teens and then confidentiality and information sharing.

One statement here, our program supports children and teen healing by supporting decisions regarding contact with non-custodial parent if it's safe and if it doesn't interfere with healing.

The supporting parents focus section, generally looked at informal ways to support parents, supporting parents to reclaim and redefine their parenting according to their wishes, respectful support that understands and considers challenges.

Parents' ability to make decisions for their kids in program spaces providing information on the impact of domestic and sexual violence on kids.

The impact of batterers on the survivor parent and how the support children's healing and to support parents whose children are also victims of sexual abuse.

A couple of statements here, all staff are able to discuss with non-offending parents the impact, the stressors related to shelter and beyond and strategizing parent support.

The child abuse and reporting focus generally looked again at how in practice articulating our reporting policies to everybody in the family, all aged service recipients at the onset of their services.

And working closely with parents and families when when making reports.

An example here are child abuse protocols articulated to adult and child service users in appropriate ways.

Then finally the community connections focus looked at referral protocols and systems with community child serving organizations, establish relationships with child protection and knowledge of the child welfare system.

An example here, we have sufficient understanding and knowledge about the child welfare system to enable the provision of effective systems advocacy for families involved with child welfare.

We'll do another poll.

This would be I think poll number three.

One of these practice kinds of questions.

Thank you poll magic.

This one is asking, this statement says, all staff, so this is all staff not just children's advocate or few staff or advocacy staff, but all staff have skills and knowledge to work with children, teens and families who are Madgallized.

Where families -- where family members identified as LGBT, children and teens with disabilities, non-traditional families, families of non-dominant cultures, et cetera.

Let's take a look how we did here.

This one is really spread out.

You'll see that most of you disagree with this, that not all staff have skills.

We talk a little bit about our process of unraveling some of this stuff.

I'll say it now just because some of you may be feeling bad about this.

Was that we really tried to look at lower scores as opportunities.

And so knowing already the good work that we do, how then can we increase our knowledge and our skills to be able to support marginalized families.

Thank you all very much for participating in the polling.

It's afternoon in some places you may be sleepy but you're doing a great job.

We just kind of went deep into the tool, I'm going to pull out of that now with you and talk more about then the reports that I generated for the staff at the programs.

I generated them from those results of the survey monkey, there was one for each program and again the participants were never attributed to their answers.

In the narrative of the results I pointed out where there were high scores, where they scored themselves lower and where there was a big gap across staff.

So there might be a question where handful of staff strongly disagreed and handful of staff strongly agreed to the exact same question.

Survey monkey is awesome, I'm sure there are even more awesome tools out there and they generate these little graphs.

I was able to put some visuals in the reports for folks like me who like to see how things look.

And then every staff person got a copy of the report.

So, what I like to do now is do several polls in a row, we're going to do four of them in a row.

Just kind of -- I'm going to jot down your answers and then at the end of the four polls we'll talk a little bit about the trends that we saw.

So, we're ready for the next poll, it's poll number four.

This one is a value -- go back to values question.

Our staff has had conversations about ageism and adultism.

Thank you all very much.

You see where you're falling there.

Great.

A lot of disagrees which doesn't surprise me but we'll talk about that in a minute.

Thank you.

Then the next poll, that was values poll that's what we talked about, what do we believe in our program.

Now we're going to look at this next question which is a practice question.

Staff offer respectful support to parents where they are, understanding the challenges involved in parenting when DV and SV exists.

This is great.

I'm just going to jot these down here.

Great, thank you very much.

That was a practice one.

Then our next poll is poll number six.

This is a policy poll.

This is staff hiring policy.

Remember this is all position interviews include questions about imerns, knowledge and competency regarding working with children and teens and supporting parents.

Okay.

That's great.

Thank you all very much.

Then the last one, this is our last poll.

This is poll number seven.

This is another policy training, a staff training one.

This one is asking, all staff are trained in child development, child advocacy, non-violent treatment of children and teens and how to support parents.

Okay.

Thanks everybody.

What I want to share with you now is what I saw with your poll.

This is very much exact example of how it panned out in the four programs that we did this.

You'll notice that first poll which asked if they were conversations had about ageism in your program, it came in low.

Here is an example where everybody pretty ever agreed that they -- that you don't do it.

That 45% disagreed that your program has been able to do.

The next poll talked about a practice where, asking if you were feel like your practice around supporting parents was respectful and about 83% of you said that you agreed or strongly agreed to that statement.

There's an example where everybody was on the one end.

I'll share with you in a little bit about the trends that came up with our programs.

Around practice, especially.

Then the hiring policy one and training one, both of those polls did exactly what they did in our programs as well which showed a gap between your answers.

So, you aren't all from one organization but you all answered some of you on one end and another big bunch of you on the other end.

What I noticed was that strengths and challenges usually repeated themselves across several areas of the assessment.

So, for instance, questions about child protection, relationships and reporting.

Child abuse reporting they showed up across the board if they showed up in a program.

They would show up under Val use and under practice.

Focuses on strength is really important when you are kind of pulling this information apart and the other thing to note the gaps where there were gaps it really indicates where staff might be unclear about something or disagree on something and these might be where the most difficult conversations in a program will happen as a result.

So, after they read their reports, we organized a retreat.

I want to thank all the children's advocates out there because they are the ons who help make sure that they harness their staff in one place at one time to talk about kids, teens and parents here in Vermont.

So, this is what we did.

We created four to five hour retreats depending on the size of the program where we discussed the reports and made the planning.

We did bring in some move to end violence thinking how to create these to be more meaningful.

If you don't know what move to end violence is I would suggest you go to their website.

Movetoendvie license.org it's a national transformation mall project that is supporting leaders within the domestic and sexual violence and violence against women movement to reshape it.

To be an effective social change movement.

Our director, Karens participating now.

So she keeps teaching us things and we keep bringing the principles and practices from move to end violence into our work.

So the ones that I really tried to engage in this project are these three practices, one is self care.

Another is purpose.

Another is strategy.

You'll see those three things reflected in the next part of this, in this retreat.

So, I give everyone some homework which is to read their report and come ready to share their thoughts.

Especially three things that rose to the top of -- for like actions or places where there were opportunities.

The agenda was small group and large group depending on the size of the program.

We started with breathing, this is also a move to end violence self care tool.

But we did it with Elmo.

There's a great YouTube video where Elmo and Colby sing a song called "Belly breathe" that's on YouTube.

You can find it you should all do it after this webinar.

It's really terrific.

Some people get really uncomfortable breathing with Elmo, because they're not used to playing.

It was really awesome.

It got everyone in the mood and then I did a power point where I presented back to everybody kind of what they said to me and synthesized it for them so they could hear it again.

Then we did some large group sharing, asked people to put their top three opportunities up on big flip charts and we had three of them up, one for values, one for policies, one for practices.

So they put one of -- like their top opportunity for each of those.

That is all the staff people having an opportunity to put up their most important opportunity in those three areas.

Then from there we took a little break from the report and we just did some visioning together.

We created some very drafty purposes f purposes statements around their work specifically with children, teens and families.

And that was breaking into -- this is another move to end violence principle about having a purpose.

So, we broke into small groups and they were able to answer the question, when you look at the horizon what do you want to see in your programs in your community, basically your program for children, teens and non-offending parents.

I'm going to share a little bit with you about some of their results.

In just a second, hold on for that I'll share a vision statement with you.

After that we did action planning, so again they broke up into three different groups, one for each of those flip charts.

One area, one for values, one for policies and one for action steps. They tried to create action planning and strategies that were one section was just doable, like we can just do this.

The second was, we can do this in the next 18 months, that was really mostly to meet our grant requirements because our grant has 18 months left on it and they wanted to make sure to be able to do some implementation of action steps by the time the grant is over and report on those.

Then the last one was going to take it well out beyond the grant, if they felt like they could do it.

Some examples of just do it, could be things like planning discussion, making minor change in our space or form.

Longer ones could be recruiting volunteers and even longer term one could be having an advisory board.

Then we didn't leave the retreats without their being some pretty tangible next steps for folks around what was going to happen next knowing that they would get some support.

So, just a little note to say that how important it is to focus and really lift up the strengths that a program is already identifying around their work with children, teens and supporting parents.

Here is a little word, this is a small program.

That shows some of the strengths that they identified working with parents and teens and children, knowledge about child development, valuing of voice and unique needs of kids.

Clarity around child abuse reporting, balance, balancing the safety and needs of parents and kids.

Here is our experience.

In terms of how staff rated themselves and their organizations, generally they identified really strong practice with children, teens and supporting parents.

Remember that these programs have been really well resourced for many years now, they have had consistent children staff since 1996.

So they started with a pretty high bar.

Also makes a lot of sense because that's where child sexual violence advocacy programs put their time and energy is providing direct services often when everything else falls to the wayside.

Things like policies and sitting around having talks.

Lot of times is the practice that shines.

They identified strong relationships with child protection, again that's probably because the rural grant that these -- that funds these children programs have focused on that relationship for many years.

Many practitioners identify that they need more supervision and reflection time.

They identified that there were often policies and statements to provide and to write.

Things often were great in practice but hadn't been written down.

For instance, things like how to handle child abuse in the program spaces and how not to use kids as interpreters those are good in practice.

But they haven't written them down.

I know some programs who aren't policy heavy, one of our programs in particular, we talked about what is it that you want to have written down that if everybody left tomorrow you would want to make sure that the new staff would see what your value was around these particular issues. What is something that you know you need to write down in order to feel comfortable about it.

Programs identified needing some clarity.

Around child abuse mandates, some staff were not clear while others in the same program were.

Sometimes around boys and shelter, some staff weren't clear about their program's value around that.

Teen boys in particular, policy and practice around them then there were conversation, is that programs identified that they needed to have.

One about adultism and the power that adults have over kids in our culture and how that impacts our programs and how it impacts children and staff.

Some of our programs are now making space to start from the very beginning and have those conversations.

Also, conversations about value of staff expectations, for instance, all staff working with kids feeling like they can work with kids and parents and have some understanding and knowledge and training about how to do that.

We're not quite done yet.

We have one retreat to go, so we don't have exactly what the full picture is yet.

I wanted to share one of the purpose statements that emerged from our programs.

Again here was the question that they answered.

And we actually -- it was a situation where some programs emerged with actually three purposes statements, we didn't want to get in to a lot of word smithing, but we did want to make sure that they were broad statements and that they weren't strategies but broad statements about what they wanted to see in their program sphere children, teens and non-offending parents.

When they look at the horizon on their -- about their program, what did they want to see.

What did they want to see in their program for children, teens and non-offending parents.

I'm going to read you this one, this is what it says.

Acknowledging the presence of ageism and poverty in our culture the program will support the individual needs of kids, teens and non-offending parents in order for them to realize their dreams.

Some programs have their larger program has a philosophy statement or purpose statement that can be very, very broad, these program statements can fall under them.

So, we talked a little bit about action steps and strategies that programs spend time coming up with, I can let you know that a lot of them were -- two programs actually were having follow-up interviews the next day and the next week.

And they immediately added children's related questions into those interviews.

One was for court advocate one was for overnight staff so they weren't child specific.

Some talked about looking at their mission statements, some talked about training, a lot talked about other ways to make sure that all staff had particular training around children and trauma.

And that all staff could learn more about supporting parents and non-violent parenting.

So I think it's a good time to open up for questions.

How does that sound, everybody

>> Hi, Amy, I'm just going to go over a quick couple of resources and then we will go into questions.

I just wanted to thank you for sharing your experience with the programs in Vermont.

It's very useful and awesome process that you went through and to have the retreat.

What a blessing.

Thank you for sharing that.

Just wanted to show folks in case they needed some resources here are the phone numbers for the national domestic violence hotline, the teen dating abuse hotline.

And the national sexual assault hotline.

We're going to get all these slides out to everyone.

We had mentioned earlier some of the culturally specific resource centers in addition to the national resource centers that are available to provide TA on these issues.

One is the national health resource center which is housed at futures about violence.

One on DV child protection and custody which is the national council of juvenile and family court judges.

There's the national resource center on domestic violence.

Which partnered with us on some of the materials that we developed for Promising Futures.

There's the battered women's justice project.

And the national center on DV, trauma and mental health.

All those websites, these are places with wealth of materials and tools and I really encourage folks to take a look at these.

Here are lists of the culturally specific resource centers that we mentioned earlier that we had partnered with on our national scale.

These also have available to provide TA also really tons and tons of information and experts on addressing DV and sexual violence.

Okay.

Now we're going to questions.

The first one actually Amy sl for you.

Did you in your assessment tool did you have if I questions that were specifically related to trauma-informed

system>> Well, actually that's a good question.

We danced around it a little bit because I feel like you could have an entire assessment about trauma-informed responses and systems.

So, we included it, but, for instance, we asked if there was sufficient - - we tried to get at whether there was sufficient trauma-informed supervision and reflection time available for staff.

We asked if there was sufficient trauma related training so that people - - trauma-informed related training so that people could then understand and make sure that their work wasn't retraumatizing families.

I've been a part of a whole assessment that was just about, is your program trauma informed.

The question are wasn't just specific to children and programming so much as a little bit broader.

A little bit yes, a little bit

n>> That makes sense.

Also add that there is a relatively new tool out from the national resource center that talks -- has assessment on trauma-informed care. Mostly for adult clients or is survivors in a shelter setting they do have some questions on children but it is pry primarily on the tip scale. We can e-mail folks out.

It was produced by Eleanor Lyon and Chris Sullivan and I believe Anne Leonard we can send that out to folks as well if they're interested in that.

Another question, could you just define for folks on the webinar what you meant by ageism and adult

is>> Yes.

Ageism is people -- is exerting power or oppression over people because of their age.

So, it's not specific to children, it could be children, it could be teens, it could be older people when somebody is feeling oppressed or if somebody is oppressing somebody because of their age, that would be ageism.

Adultism is specifically adults who exercise power over kids.

So, the thing about adult civil that it's the one oppression that we have all felt and one that we have all done, because we have all been kids.

And we've all been adults.

Something that adults always to have to be looking to see, are we allowing that person, that child, that teen, agency over themselves as much as possible or are we taking unnecessary control and power away from them.

In a way that is hurting them.

It's a little bit tricky with us because kids need us, right?

We have to really walk the line and pay attention and ask ourselves this questio>> Thank you.

>> Do you have a good did he have vision, you probably do?

>> I think that was pretty good.

It's always about the sort of power dynamic and really shifting our focus to think of moms and kids as units, right, so they're not individuals necessarily.

If we were to focus on enhancing the relationship, clearly they both have separate needs but thinking of them together often I think levels out the playing field a little bit.

Any other questions please put them in the chat box.

We had one question that was really -- I'm just curious, what was the most surprising thing that you uncovered in working with these programs? Surprising positive or surprising negative, what really was like a Huh moment for

yo>> Well, you know, I have to say that mostly I wasn't surprised at all.

And some of that is that I've been around for a really long time.

But I would say that the thing that surprised me the most is that, you know, it was really a function of circumstance that programs haven't addressed a lot of these things.

For instance, you know, the intentions are really good, what it was mostly about is just not having the time to sit down and have somebody

help and intentional ly lead, for instance, through conversations about how adultism impacts our work, how staff may be -- feel as a result that have.

So, I think that's what surprised me the most that really is mostly about people just not having the time or resources to dive in to kids part of our work is kind of fringe, but this is an adult-centered movement.

That was it,  
reall>> Great.

Thank you.

All right.

We are at the end of our time.

I just want to have -- send big thank to you both Amy and Mie and Marylouise and the thoughtful discussion we've had.

Also encourage folks to fill out our evaluation which is the Survey Monkey link that is on your screen right now.

We do take the feedback really seriously, it will help us develop different kinds ever webinars and content and such for the future.

So please fill that out.

And I'm sure I'm forgetting something.

Mie, do you want to chime in here with any last  
word>> Nope.

That is it.

I want to echo what Liaina said at the prebeginning of the presentation thank you again for those who joined us last time and joined us again.

Apologize again for technical difficulties I hope you enjoyed the presentation.

If you have questions, please e-mail us.

Otherwise, I think that's

i>> Great.

Just thank you to our closed captioner as well, we appreciate the service.

All right, everyone, I hope you enjoy the rest of your day and please register for the next webinar which will be next week on outcomes document and program guidelines which will build on what we shared today.

So, thank you very much.

And bye-bye.