
Child Welfare League of America

Keeping Families Together and Safe

A Curriculum for Child Protective Services
Workers and Homeless Services Workers



Instructor's Manual

CWLA Press
Washington, DC

This publication is made possible
through a grant from the



© 2005 Child Welfare League of America

Limited permission is hereby granted by the publisher for the reproduction of the Instructor's Manual and the Participant Manual, for use in conjunction with child protective services worker and homeless services worker training sessions only.

All other rights reserved. Subject to the above, neither this book nor any part may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, microfilming, and recording, or by any information storage and retrieval system, without permission in writing from the copyright holder and publisher. For information on this or other CWLA publications, contact the CWLA Publications Department at the address below.

CHILD WELFARE LEAGUE OF AMERICA, INC.
440 First Street NW, Third Floor, Washington, DC 20001

Text design by Pen & Palette Unlimited

CURRENT PRINTING (last digit)

10 9 8 7 6 5 4 3 2 1

Printed in the United States of America

KEEPING FAMILIES TOGETHER AND SAFE
A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Contents

Introduction to the Keeping Families Together and Safe Curriculum . . .	v
Advisory Group Members and CWLA Staff	vi
Advisory Group Members	vi
CWLA Staff	vi
How to Use the Instructor's Manual	vii
Participant Manual, Cross-Systems Teams, and the Action Plan Model	viii
Qualification of Trainers	ix
Implementation of the Curriculum	ix
Keeping Families Together and Safe Agenda	x
Part I: Introduction to the Link Between Child Protection and Safety and Homelessness/Housing Issues	x
Part II: How Collaboration Works for Everyone!	x
Part III: Where Do We Go From Here? Resource Sharing and Action Planning	x
Sample Schedule	xi
Resources, Transparencies, and Materials	xii
Participant Manual Resources	xii
Transparencies	xiii
Appendices	xiii
Materials Needed	xiii
Recommended Room Set-Up	xiv
Transparencies	xv
Keeping Families Together and Safe Competencies	xxviii
In-Session Learning Objectives	xxviii
Part I: Introduction to the Link Between Child Protection and Safety and Homelessness/Housing Issues	1
Activity A: Welcome and introductions	1
Activity B: Bingo game	3

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Activity C: Overview of the day	4
Activity D: Meet Jennifer Mendez and her family	7
Activity E: What we believe about shared values and goals ..	9
Part II: How Collaboration Works for Everyone!	11
Activity A: What's the connection? A discussion of the link between child protection and safety and housing issues and the effect of both on children and their families	11
Activity B: The lingo game	14
Activity C: Pathways through each system	15
Activity D: Awareness and assessment: Addressing each other's needs and the needs of the community and the client	19
Activity E: Building a collaborative plan with the Mendez family: A case study	24
Part III: Where Do We Go From Here? Resource Sharing and Action Planning	29
Activity A: The resource scavenger hunt	29
Activity B: Individual and group action planning	31
Activity C: Q & A, evaluations, and wrap up	33
Appendix A: Attendance Sheet/Directory	35
Appendix B: BINGO Card	36
Appendix C: BINGO Card–Answer Sheet	37
Appendix D: Direction for "A Day in the Life of Jennifer Mendez"	38
Appendix E: Lingo Game Answer Sheet	42
Appendix F: Directions for Preprinted Chart Sheets: Scavenger Hunt ..	43

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Introduction to the Keeping Families Together and Safe Curriculum

Each year, thousands of children in America are separated from their families due to critical housing needs. Families with children are among the fastest growing segments of our nation's homeless population. Families with inadequate housing conditions such as overcrowding, disrepair, or housing instability face enormous challenges in adequately caring for and protecting their children. These families need concrete support to provide for the care and protection of their children. Child protection workers are in the unique position of offering housing assistance that could prevent children from experiencing homelessness and its residual adverse effects, and homeless services workers can identify families who are at risk of abuse and neglect or are suspected of maltreating their children.

Quality service delivery requires an appropriate child protection response to reports of and intervention in child neglect. The child welfare system long ago recognized that the job of protecting children is the collective responsibility of many human services professionals. To a large extent, the ability of a child welfare agency to meet the needs of the children and families that come to its attention depends on its capacity to be responsive through partnerships with other service systems. Homeless services workers and child protection workers have overlapping concerns. Much like existing collaborations with mental health, substance abuse, and domestic violence service providers, professionals who provide shelter or housing assistance and child protective services can begin the partnership process by embarking on a continuum of conversation, cooperation, coordination, and collaboration. This continuum begins with mutual education and cross-systems training.

The intended audiences for this training are child welfare front-line workers—child protection and family service workers (in family preservation and family support services) and homeless services workers who provide direct services to the homeless and the precariously housed through housing assistance, shelter, and support services.

The Child Welfare League of America (CWLA), with support from the Freddie Mac Foundation, has developed this curriculum to promote and initiate cross-systems education, training, and collaboration for child protective services workers and housing providers to address the housing and safety issues that cause many children to be separated from their families.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Advisory Group Members and CWLA Staff

The Keeping Families Together and Safe project is guided by the knowledge and practice wisdom of a group of advisors. Their ongoing commitment, contributions, and expertise ensure the successful development of this project. We express our deep gratitude to these professionals for their dedication to collaboration between local child protective services and housing services systems that will improve the lives of children and their families who receive these services.

Advisory Group Members

Martin Acevedo, University of Illinois Intern, Illinois Department of Children and Families, Chicago, IL

Zeinab Chahine, Deputy Commissioner, Administration for Children's Services, New York, NY

Cornell Chapelle, Chief of Program Operations, Community Partnerships for the Prevention of Homelessness, Washington, DC

John Cheney Egan, Housing Program Specialist, Illinois Department of Children and Families, Chicago, IL

Frances A. Johnson, St. Louis City, Division of Family Services, Children Services, St. Louis, MO

Barbara Poppe, Executive Director, Community Shelter Board, Columbus, OH

Tanya Tull, President, Beyond Shelter, Inc., Los Angeles, CA

CWLA Staff

Amrit Dhillon, Master's of Social Work (MSW) Intern, Child Welfare League of America, Washington, DC

Caren Kaplan, ACSW, Director, Child and Family Protection, Child Welfare League of America, Washington, DC

Brian A. Mattson, PhD, Senior Consultant, Research to Practice, Child Welfare League of America, Golden, CO

Aiyana Pucci, MA, Research Assistant, Research to Practice, Child Welfare League of America, Washington, DC

Roxana Torrico, MSW, Program Director, Youth Services, Child Welfare League of America, Washington, DC

Ginnie Waldron, MEd, Senior Consultant, Walker Trieschman Center, Child Welfare League of America, Haverhill, MA

Ruth White, LSW, MSSA, Director, Housing and Homelessness, Child Welfare League of America, Washington, DC

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

How to Use the Instructor's Manual

This instructor's manual is designed to be as "trainer friendly" as possible. The training is broken into three parts, each with a number of activities. The manual provides the following information:

- The overall purpose of each session and learning objectives for each activity.
- The materials needed for all activities in the session, including transparencies.
- The overall length of time of each session, as well as the time needed for individual activities.
- Any special information the trainer may need in a "note to trainer" format.
- The reference number for each of the resources in the participant manual.

Each activity instructs the trainer in what to do and offers a script for delivery of information or lecture. Steps are numbered, and italics are used to assist in preparation and delivery. The italicized information is not meant to be read, but rather gives the trainer guidance in what to say using his or her own words. Another useful tool is the anticipated responses that are included for each activity. Although these may not be exhaustive, they help the trainer gauge whether participants understand the material.

As a cue convenience for the instructor, icons are placed in the outside margin as follows:



participants' attention is directed to their
Participant Resource Manual



transparency used as a training aid



easel used as a training aid

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual



participants are to engage in a group activity



note(s) for instructor's attention

Participant Manual, Cross-Systems Teams, and the Action Plan Model

A participant manual is included as a resource. It contains pages for taking notes, background material on the issues of child protection and homelessness, and a bibliography. Also included in the manual is a resource directory that is developed during training and a desk reference for completion after the training. All of the resources in the manual will be helpful to participants after the session is over.

The goal of the training is to enhance collaboration between those who provide child protection and homeless services to families. To begin to achieve this, participants are grouped in cross-systems teams as they enter the session. They will remain in these teams throughout the day and begin to get to know each other and find common ground. At the conclusion of the training, they are expected to exchange contact information and make a plan for future connections.

A critical component of the training is the action plan model. At the end of the session, participants will develop both an individual and a team action plan with their cross-systems team. The plan is intended to maintain the momentum gained during the session moving forward into the future.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Qualifications of Trainers

Trainers of this curriculum are expected to have experience working with children and families in either the child protection or housing fields or both. The instructor manual provides much of the background material and examples needed to implement the training, however, there is no substitute for experience. If the trainer lacks any of the relevant experience, a cotrainer model is recommended. The use of two trainers is almost always beneficial to delivery of any training, especially if one lacks a specific background.

Trainers are also expected to understand the principles of adult learning and have solid presentation skills. The curriculum provides a variety of activities, and the trainer needs to know how to facilitate learning using these activities.

Implementation of the Curriculum

The curriculum is designed to be delivered in a one-day, six hour training session from 9:00 a.m. to 4:00 p.m., including lunch and breaks. Many agencies find that scheduling this way presents a hardship and will want to break the training down into shorter sessions over time. It is recommended that the order of the activities be maintained, as the learning builds on previously mastered material.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Keeping Families Together and Safe Agenda

Part I: Introduction to the Link Between Child Protection and Safety and Homelessness/Housing Issues

- A. Welcome and introductions
- B. Bingo game
- C. Overview of the day
- D. Meet Jennifer Mendez and her family
- E. It's everybody's job! What we believe about shared values and goals

Part II: How Collaboration Works for Everyone!

- A. What's the connection? The link between child protection and safety and housing issues, and the effect of both on children and families
- B. The lingo game
- C. Pathways through each system
- D. Awareness and assessment: Addressing each other's needs and the needs of the community and the client
- E. Building a collaborative plan with the Mendez family

Part III: Where Do We Go From Here? Resource Sharing and Action Planning

- A. The resource scavenger hunt
- B. Individual and group action planning
- C. Q & A, evaluations, and wrap-up

Sample Schedule

9:00 am	Welcome and introductions (15 minutes)
9:15	Bingo game (15 minutes)
9:30	Overview of the day (15 minutes)
9:45	Meet Jennifer Mendez and her family (30 minutes)
10:15	Break (15 minutes)
10:30	It's everybody's job! What we believe about shared values and goals (20 minutes)
10:50	What's the connection? The link between child protection and safety and housing issues and the effect of both on children and families (25 minutes)
11:15	The lingo game (15 minutes)
11:30	Pathways through each system (30 minutes)
12:00 pm	Lunch (50 minutes)
12:50	Awareness and assessment: Addressing each other's needs and the needs of the community and the client (75 minutes)
2:05	Break (10 minutes)
2:15	Building a collaborative plan with the Mendez family (50 minutes)
3:05	The resource scavenger hunt (20 minutes)
3:25	Individual and group action planning (25 minutes)
3:50	Q & A, evaluations, and wrap-up (10 minutes)
4:00	Adjourn

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Resources, Transparencies, and Materials

Participant Manual Resources

- Resource 1 Keeping Families Together and Safe agenda
- Resource 2 Keeping Families Together and Safe competencies
- Resource 3 Meet Jennifer Mendez and her family
- Resource 4 Shared values and goals of the child protection and housing professions
- Resource 5 The connection between homelessness and the protection and safety of children
- Resource 6 The lingo game
- Resource 7 Important definitions in the child protection field
- Resource 8 Important definitions in the housing and homeless services field
- Resource 9 Legislation that affects the child welfare and housing fields
- Resource 10 Child protection and child welfare casework process
- Resource 11 How the housing system works
- Resource 12 Awareness and assessment worksheet
- Resource 13 Components of successful collaboration
- Resource 14 Mendez family case study
- Resource 15 Case planning worksheet
- Resource 16 Criteria for child protective services workers to guide your assessment of the family's basic needs
- Resource 17 Assessment criteria for homeless services workers to determine suspected child abuse and neglect
- Resource 18 Scavenger hunt
- Resource 19 Telephone desk reference
- Resource 20 My individual action plan
- Resource 21 Team action plan
- Resource 22 Contact information
- Resource 23 Bibliography
- Resource 24 Keeping Families Together and Safe training evaluation
- Resource 25 Notes

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Transparencies

- Transparency A Keeping Families Together and Safe cover page
- Transparency B Bingo card
- Transparency C Teamwork agreement
- Transparency D Scope of the problem
- Transparency E Common themes
- Transparency F Connections
- Transparency G Effect of homelessness
- Transparency H Effect of child abuse and neglect
- Transparency I Child protection system
- Transparency J The housing system
- Transparency K Components of successful collaboration
- Transparency L Contact information

Appendices

- Appendix A: Attendance Sheet/Directory
- Appendix B: BINGO Card
- Appendix C: BINGO Card—Answer Sheet
- Appendix D: Directions for “A Day in the Life of Jennifer Mendez”
- Appendix E: Lingo Game Answer Sheet
- Appendix F: Directions for Preprinted Chart Sheets: Scavenger Hunt

Materials Needed

- Copies of Description of Represented Agencies/Providers
- Copies of the Attendance Sheet/Directory (Appendix A)
- Participant Resources Manual for each participant
- Name tents (two different colors, or some other way to differentiate)
- Stickers (as many different types as there will be cross-system teams)
- Small sticky notepads (two or three)
- Bingo cards (enough for each participant; see Appendix C)
- 9" × 12" envelopes to package bingo cards at each table (approximately 7)

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

12" balloons (approximately 20, with a few extras in case of breakage)
Envelopes for "A Day in the Life of Jennifer Mendez" activity (approximately 12)
Jennifer Mendez's "problems," copied and cut into individual pieces (see Appendix D)
Preprinted chart sheets for the scavenger hunt (see Appendix F)
Markers (6 to 10, enough for trainer and one for each team)
Trash bag for the self-assessment activity
5" x 7" index cards for self-assessment and scavenger hunt activities (approximately 75)
Easel and pad
Masking tape
Overhead projector and screen (or LCD)
Several small, inexpensive prizes (small candy bars, colored pencils, stickers, etc.; approximately 30 to 50)
Extra pens
Scissors
Primer for each participant (optional)
Hard copies, if available, can be obtained from the CWLA Directors of Child Protection and Housing and Homelessness; online copies can be accessed from the CWLA website at <http://www.cwla.org/programs/childprotection/childprotectionhousing.pdf>

Recommended Room Set-Up

Big room with aisles for walking around
Small tables to accommodate four to six participants each
Table in front of room to accommodate overhead or LCD and trainer materials

Transparencies

Keeping Families Together and Safe

The Child Protection— Housing Connection



Transparency A

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

B	I	N	G	O
Currently works with a family receiving Section 8 Rent	Knows the difference between safety and risk assessments	Can identify the first and last name of one family preservation worker	Likes to read tabloids while in line at the grocery store	Believes that all children have a right to housing
Loves to cook	Knows the child abuse and neglect hotline number	Speaks a Second Language	Knows what "CAPTA" stands for	Knows what the McKinney-Vento Act is
Has had another career outside of human/social services	Knows a family who's kids are in foster care but can't return because of family's housing problems	FREE	Works with victims of domestic violence	Has brown eyes
Knows the definition of child neglect	Knows what Fair Market Rent is	Has more than five siblings	Knows where families can go when the shelters are full	Plays a sport regularly
Can name one person that works at a public housing authority	Knows if the local child welfare agency helps with rent or utilities occasionally	Regularly reads a professional journal, such as the CWLA journal, <i>Child Welfare</i>	Loves to dance	Is a "mandated reporter"

Transparency B

Teamwork Agreement

- Listen with an open mind
- Disagree respectfully
- Participate, share ideas
- Return on time
- Cell phones on vibrate
- Commit to learning
- Have fun

Transparency C

Scope of the Problem

- 1.35 million children experience homelessness each year (1999)
- Hundreds of thousands of children live in substandard housing (2003)
- 3 million reports of alleged abuse, 872,000 substantiated (2006)
- 11.6 million children in poverty (2002)
- 40% of homeless people are families (2004)

Transparency D

Common Themes

- Safety
- Preserving families
- Stability
- Building on strengths
- Self-reliance

Transparency E

Connections

- Link between poverty and risk:
47% of abused and neglected children from households < \$15K income (1996)
- 30% of foster children could be reunited if housing was available (1996)
- 27% of homeless people experienced foster care (1996)

Transparency F

Effect of Homelessness

- Respiratory infections (4X)
- Intestinal infections (5X)
- Asthma (4X)
- Delayed development (4X)
- School suspensions (2X)

Committee on Temporary Shelter (2004).
Available: <http://cotsonline.org/homeless-kids.html>

Effect of Child Abuse and Neglect

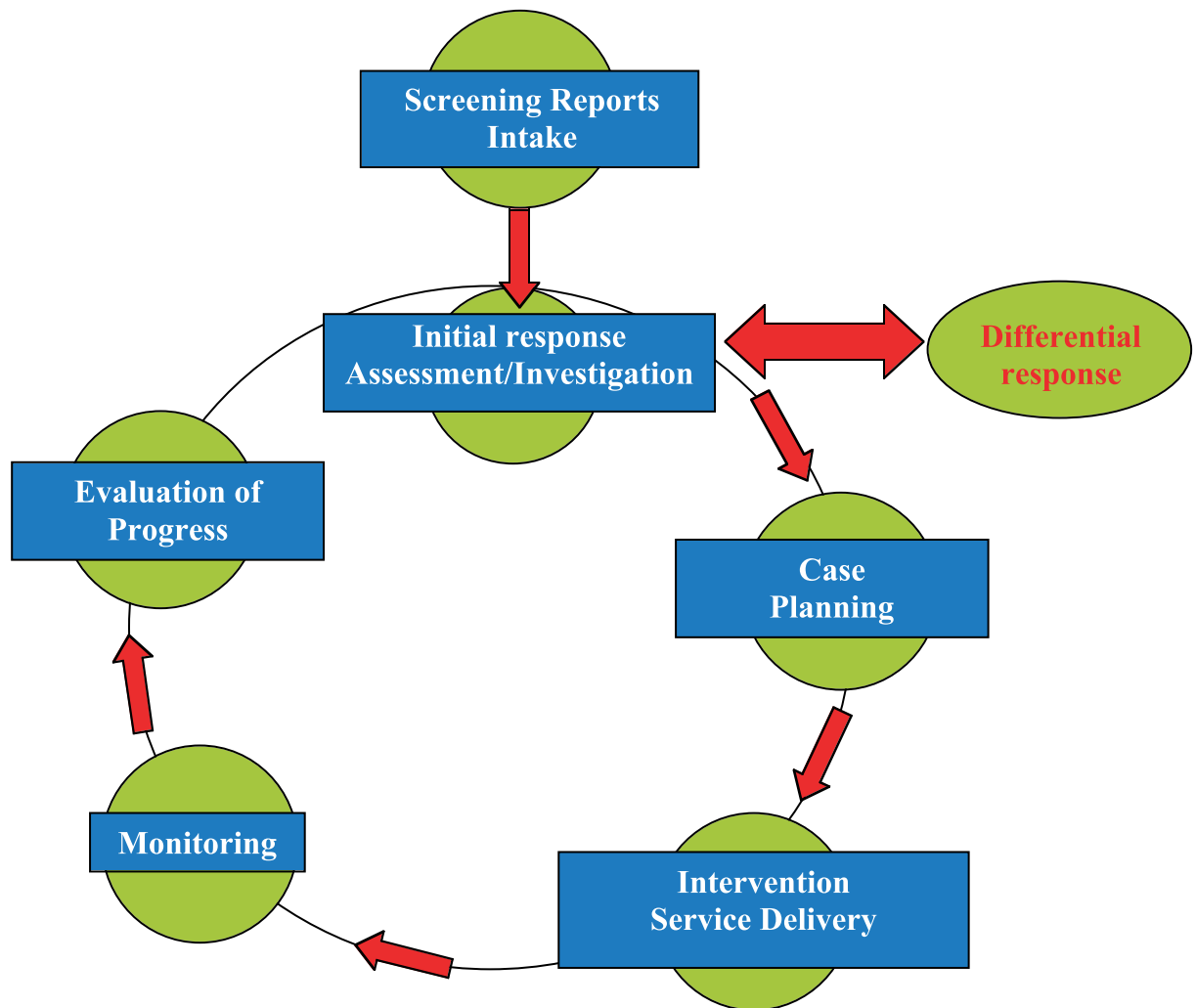
More likely to:

- perform poorly in school
- commit crimes
- experience emotional and sexual problems
- abuse alcohol and other substances

Widom, C.S. (2000) Understanding the consequences of child victimization. In R.M. Reece (Ed), *Treatment of Child Abuse: Common ground for mental health, medical and legal practitioners* (pp. 339–361.) Baltimore, MD: John Hopkins University Press.

Transparency H

Child Protection System



Transparency I

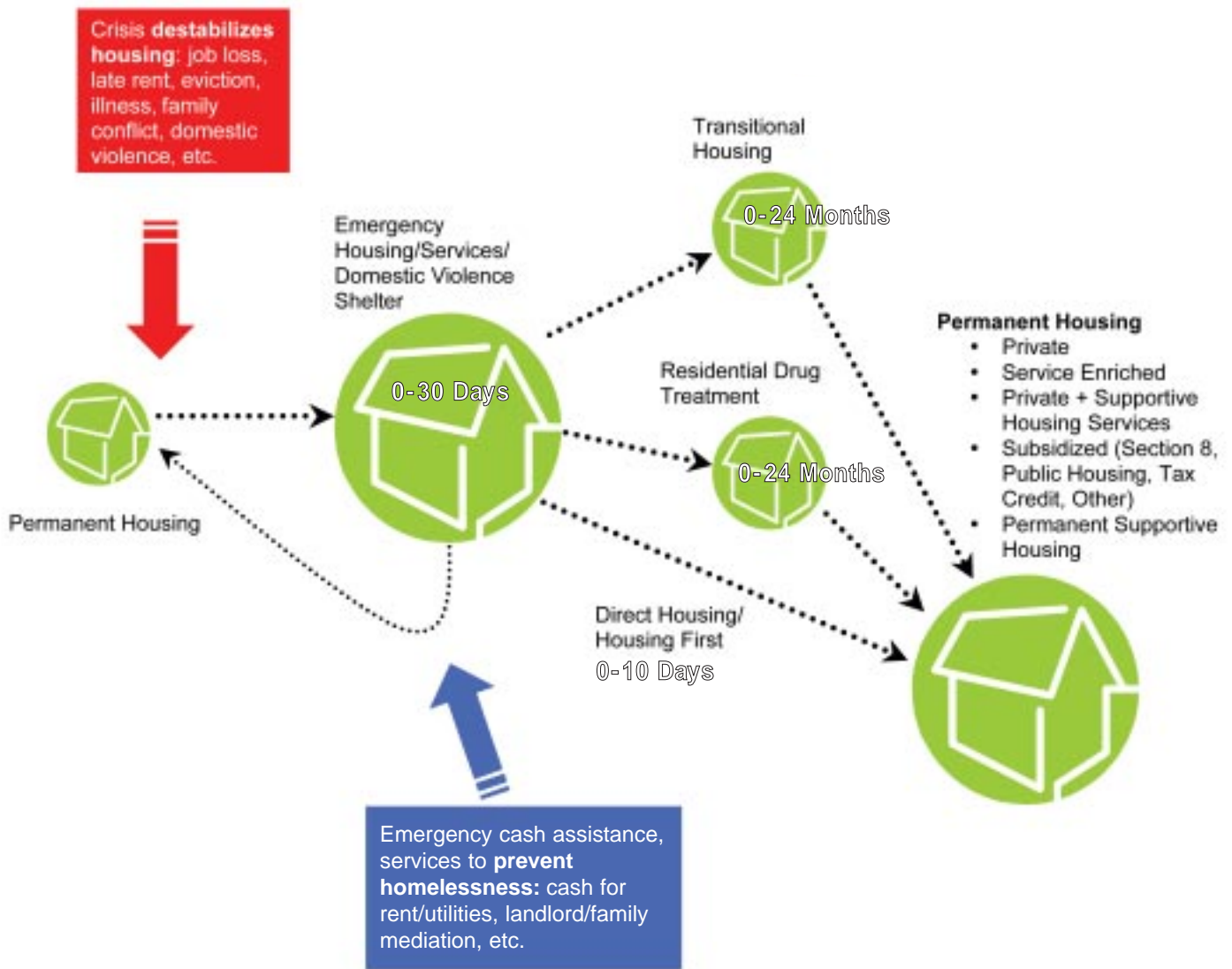
KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

The Housing System

Housing Flow Chart



Transparency J

Components of Successful Collaboration

- **Communication**
- **Cooperation**
- **Coordination**
- **Commitment**

Contact Information

To be added by trainer(s)

Transparency L

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Keeping Families Together and Safe Competencies

- Child protective services (CPS) workers and homeless services workers understand the link between child protection and safety, and unstable or transitional housing and homelessness. (Hereafter, the term *housing issues* is defined as including unstable or transitional housing concerns as well as homelessness.)
- CPS staff and homeless services workers know the language, organization, and shared values and goals of both systems.
- CPS staff and homeless services workers collaborate on service planning with families who present with both child protection and safety concerns as well as housing issues to intervene effectively and prevent escalating problems for the families with whom they work.
- CPS staff and homeless services workers know and learn how to help families develop access to culturally appropriate formal and informal resources in their community.

In-Session Learning Objectives

As a result of participation in this training, CPS staff and homeless services workers will be able to:

- Show empathy for families who present with child protection and safety concerns as well as housing issues.
- Understand the complexities of the issues facing families who present with child protection and safety concerns as well as housing issues.
- Understand that the goals for families receiving services in either or both systems are complementary and interrelated: keeping these families together and safe; intervening effectively, with families being involved in their own service planning; and preventing escalating problems for the families they serve.
- Articulate the values and goals of both systems, emphasizing commonalities.
- Illustrate how effective collaboration can assist each group with its work.
- Understand the link between child protection and safety as well as housing issues and the effects of both on children and families.
- Understand the importance of the timely delivery of child protection or homeless services at the initial point of contact into either system to achieve (or optimize) the short- and long-term safety and stability of families seeking services.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

- Understand the importance of permanent, stable housing as a base for more effective service delivery and improved outcomes.
- Understand the definition of key terms in both systems.
- Describe the basic organization of each system.
- Know the legal mandates, policies, and practices governing both systems.
- Understand the needs and perspectives of collaboration counterparts as well as families.
- Raise awareness of the areas in which professionals of both systems may require more information about each other or special client needs.
- Develop a basic understanding of the collaboration skills of communication, cooperation, coordination, negotiation, and commitment through a simulated case study activity.
- Practice the development of a collaborative plan for service delivery to families with both child welfare and housing needs while applying collaborative and basic assessment skills to help families determine their needs.
- Develop a list of formal, community, and culturally focused service providers as well as other groups in the community that provide services to children and families.
- Develop a contingency plan that identifies alternate resources and strategies when shelters are full.
- Develop an individual action plan and, with a cross-systems team, develop a team action plan for contact, collaboration, and cooperation in the weeks and months after the training.

Part I: Introduction to the Link Between Child Protection and Safety and Homelessness/Housing Issues

Activity A: Welcome and introductions

Learning Objectives

- **Get acquainted with the trainer and each other.**
- **Complete the attendance sheet and directory.**

Time: 15 minutes

Note to trainer: Prior to training, request that lead contacts for each of the child protection and housing agencies provide you with a one-paragraph description of their agency and its services. The Trainer should combine these descriptions into a single resource, in advance of the training session, and place sufficient number of copies at each table so that each participant can have a copy (30 copies in total).

Prepare blank name tents ahead of time using two different colored tents, one for housing and one for child protective services (CPS). Based on the total number of participants, determine the number of cross-systems teams that is most appropriate (teams should not exceed six participants each). Using stickers of various types (corresponding to the number of teams), form cross-systems teams of both housing and CPS. For example, if there are 30 participants, 15 from housing and 15 from CPS, you will have five teams, therefore you will need five different sticker types. Place three stickers of one type on housing tents and three of the same type on CPS tents. Repeat until you have formed five teams. Place a sign on each table indicating the "name" (sticker type) of the team assigned to that table. As participants are entering the training room, ask them to identify



Part I

Introduction to
the Link Between
Child Protection
and Safety
and
Homelessness/
Housing Issues

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

themselves as a child protection professional or a housing professional, being sure to mix the sticker types to evenly distribute the teams. The goal is to divide participants who already work together into different, cross-systems teams.



1. Display Transparency A, “Keeping Families Together and Safe.” Welcome participants to the training. Mention the resource guides on the table for them. Ask them to make sure that they complete the attendance sheet and directory form on the table. Inform them that they will have fun learning, and will also be asked to examine issues that will make them stop and think.

I want to welcome you all to today's Keeping Families Together and Safe training session. We have a lot of interesting material to cover and some learning activities that will make you stop and think. Please be sure to complete the attendance sheet and directory form on the table.



Note to trainer: An attendance sheet and directory is located in Appendix A at the end of this instructor's manual. Make as many copies as you need.

2. Introduce yourself to the participants and note your interest in the topic.
*My name is _____ . I am training on this topic because _____
(note your experience and expertise related to the topic). I have a special interest in this topic because _____
(please note any relevant life experiences you want to share briefly with the group related to child protection or homelessness/housing issues).*
3. Ask the participants to introduce themselves, stating their name and agency.
4. Thank them for their interest in families who face challenges related to the safety of their children and the stability of their housing, and thank them for their willingness to learn about how they can collaborate more effectively across both the child protection and homeless services systems.
5. Let participants know that they will get to know one another better as the day progresses, and they will participate in an ice-breaking activity to start that process.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Part I

Introduction to
the Link Between
Child Protection
and Safety
and
Homelessness/
Housing Issues

Activity B: Bingo game

Learning Objective

- Get acquainted with each other.

Time: 15 minutes

Note to trainer: The intent of this activity is to maximize the opportunity for participants to meet one another. Thus, this version of BINGO requires the completion of the ENTIRE card unlike the traditional game that requires a single row/column to be completed. The BINGO card is provided in Appendix B; the BINGO Answer Sheet is provided in Appendix C.



1. Display Transparency B, the Bingo card. You will use this activity as an ice breaker (a way to help participants get to know each other). They will have an opportunity to walk around and meet their colleagues and obtain interesting facts about each other—some related to the training, some not. Read the following directions aloud and answer any questions before starting. Tell participants that the winner(s) will receive a prize. Ask the participants to open the yellow envelope and each take out a Bingo card.



Now, the material we will deal with today is very serious. To break the ice and have some fun before we delve into it, we are going to start with a fun activity and give you a chance to get to know each other. We are going to play Bingo. I'd like a volunteer at each table to open the envelope and distribute a Bingo card to each member of their team.

Here's how the game works:

*Each blank space identifies something about the people in this meeting. Take a few minutes to walk around and meet your fellow participants, and if one of the listed items pertains to them, ask them to sign their names in the appropriate place on your Bingo card. Each person can sign **no more than two items**. You can put your own name for one item. Call out "Bingo" when you have completed the **entire** card. **Winners** will receive a prize.*

2. Using the BINGO Card Answer Sheet (Appendix C), briefly review the answers as a large group. Move on to the next activity.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Activity C: Overview of the day

Learning Objectives

- Describe the learning objectives of the training.
- Articulate what participants hope to learn in the training.

Time: 15 minutes

1. Inform participants that they will leave this training with much new information, an action plan to improve collaboration, and a new cross-systems team that will support its members with future activities.

As you entered the training today, you were grouped into mixed teams of partners. With these partners, you will form a cross-systems team and begin to work together on various activities. You will make a commitment to each other for future contact. You will also develop individual and team action plans. Your Participant Resource Manual has a lot of information for you to take with you.

2. Display Transparency C, "Teamwork Agreement." Review with participants the ground rules and expectations of the day, stressing participation, listening with an open mind, and respectful disagreement. Also stress a commitment to timeliness.

Note to trainer: If you have a very small group, you can develop the teamwork agreement as a group and post it on a chart page instead of using the transparency.

We each come to this training with our own unique histories, experiences, and perspectives. We will be talking about some things today that will resonate with some and not with others. For this to be a true learning experience, we all need to feel free to participate. That means we need to listen with open minds and offer any disagreements with respect. I will make a commitment to you to start and end on time, and get you to your breaks. I would like us to make that commitment to each other.

3. Direct attention to Resource 1, "Keeping Families Together and Safe Agenda," and review it. Note breaks, ending time, logistics such as restrooms and phone, and so forth. Also note if any refreshments or meals are provided.



KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Part I

Introduction to the Link Between Child Protection and Safety and Homelessness/Housing Issues

Note to trainer: The agenda covers six hours of instruction, not including breaks and lunch break. You will have to develop the actual times for the start of each activity based on your particular circumstances. Post the timed agenda on chart paper for participants to refer to throughout the course of the day.

This is our agenda for the day. We will be taking a break at _____ this morning. Lunch will be from _____ to _____. Our afternoon break will be at _____. The session will end at _____.

4. Direct attention to Resource 2, “Keeping Families Together and Safe Competencies.” Review briefly.

As you can see, we will be covering a lot of information today. Our focus will be on gaining an understanding of the link between housing issues and child protection and safety concerns, and their effects on family well-being. We will also be discussing the importance of early intervention and receiving services, as well as gaining an understanding of how the two professions can collaborate more effectively.

5. Display Transparency D, “Scope of the Problem.” Highlight the important statistics (dates in parentheses indicate how recent the statistics are).

Note to trainer: Statistics can be updated, if desired, by consulting the following resources and web sites.

Child Welfare League of America (CWLA) is a national non-profit organization that promotes a wide range of policies and programs to protect America’s children and families. For up to date statistics and information regarding the intersection of child welfare and homelessness, please see <http://www.cwla.org/programs/housing/default.htm>

Child Welfare Information Gateway provides access to information and resources to help protect children and strengthen families. Formerly the National Clearinghouse on Child Abuse and Neglect Information and the National Adoption Information Clearinghouse, Child Welfare Information Gateway is a service of the Children’s Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. For information on child abuse and neglect and all aspects of child welfare, contact: <http://www.childwelfare.gov> or by telephone (800) 394-3366 or (703) 385-7565.



Part I

Introduction to
the Link Between
Child Protection
and Safety
and
Homelessness/
Housing Issues

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

National Alliance to End Homelessness is a nonprofit organization dedicated to mobilize the nonprofit, public, and private sectors of society in an alliance to end homelessness. www.endhomelessness.org

National Low-Income Housing Coalition (NLIHC) is dedicated to ending America's affordable housing crisis. NLIHC is committed to educating, organizing, and advocating to ensure safe, decent and affordable housing for low-income families. www.nlihc.org

This organization also publishes Out of Reach, an annual report indicating the cost of housing in jurisdictions across the country. For this information, please click here. <http://www.nlihc.org/oor2005/>

U.S. Department of Housing and Urban Development (HUD) is the nation's housing agency committed to increasing homeownership (particularly among minorities) and creating affordable housing opportunities for low-income Americans, and supporting the homeless, elderly, people with disabilities, and people living with AIDs. www.hud.gov.

Why is it important that we work together in our efforts to keep families together and safe? The statistics tell us why. The scope of the problem of housing issues and child protection and safety is enormous:

- Each year, 1.35 million children experience homelessness (1999).
 - Hundreds of thousands of children live in substandard housing or overcrowded conditions, which puts them at greater risk for disease, serious injury, hunger, or educational failure (2003).
 - People made approximately 3 million reports of alleged child abuse and neglect in the United States in 2004, and 872,000 were substantiated as child victims (2006).
 - In 2002, 11.6 million children were living in poverty (2002).
 - 40% of the homeless population is families (2004).
6. Move on to the next activity.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Part I

Introduction to
the Link Between
Child Protection
and Safety
and
Homelessness/
Housing Issues

Activity D: Meet Jennifer Mendez and her family

Learning Objectives

- Show empathy for families who present with child protection, safety, and housing issues.
- Understand the complexities of the issues facing families who present with child protection, safety, and housing issues.
- Understand that the goals for families receiving services in either or both systems are complementary and interrelated: keeping these families together and safe; intervening effectively, with families being involved in their service planning; and preventing escalating problems for the families they serve.

Time: 30 minutes

Note to trainer: Prior to conducting this activity, prepare the materials. Jennifer's problems and the events of her day are located in Appendix D at the end of this Instructor's Manual. Make a copy of the list of events and problems, putting one event and the same number of uninflated balloons for each problem in an envelope. Disseminate the envelopes equally among the tables. Place one or more markers at each table.



1. Introduce the activity by asking participant volunteers to open the envelopes and follow the directions on the card. Allow about five minutes for balloons to be blown up and labeled.

I am going to introduce you to Jennifer Mendez. We are going to participate in a day in the life of Jennifer and her children, but first I need a volunteer from each table to open the envelopes and follow the directions on the card.



Part I

Introduction to
the Link Between
Child Protection
and Safety
and
Homelessness/
Housing Issues

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual



2. Ask for a volunteer to play Jennifer. Indicate that this participant does not have to say or do anything except receive the balloons. Seat “Jennifer” in a chair in the front of the room.
3. Direct attention to Resource 3, “Meet Jennifer Mendez and Her Family.” Read the first paragraph aloud. Ask the groups to identify where the problems lie in Jennifer’s day. Volunteers from each table should be prepared to come to the front of the room when their problem and event occurs in Jennifer’s life—that is, after it is read aloud by the trainer—and hand Jennifer the balloon. Instruct them to stay in the front of the room. Clarify that they are not to help Jennifer with the balloons if she starts to lose control of some of them. They may pick them up from the floor and hand them back to her, but they may not hold any themselves.
4. Process the activity using the following:

Ask the participant playing Jennifer how she is feeling.

 - Anticipated responses include: helpless, hopeless, scared, angry, overwhelmed, resigned, confused, and so forth.

Ask the volunteers how it felt to them to have to hand Jennifer these burdens. Ask them how it felt when they were not allowed to help her when she kept dropping the balloons.

 - Anticipated responses include: bad, angry, guilty, helpless, mean, inhumane, and so forth.

Ask the participant observers how they are feeling watching Jennifer’s day unfold.

 - Anticipated responses include: bad, sad, helpless, angry, and so forth.
5. Return everyone to their seats and ask for a round of applause for the volunteers.
6. Thank them again for their participation. Stress the importance of keeping Jennifer and her family in mind throughout the day.

As you go about today’s training, try to think about the experiences of Jennifer Mendez and her family. Whether you provide housing or child protection services, you each have worked with families such as hers. Hopefully, what we do today will increase your ability and desire to do this work with families that, like Jennifer’s family, face concerns and challenges regarding child protection and safe and stable housing.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Part I

Introduction to
the Link Between
Child Protection
and Safety
and
Homelessness/
Housing Issues

Activity E: What we believe about shared values and goals

Learning objective

- Articulate the values and goals of both systems, emphasizing commonalities.
- Illustrate how effective collaboration can assist each group with its work.

Time: 20 minutes

1. Introduce the activity by directing attention to Resource 4, “Shared Values and Goals of the Child Protection and Housing Professions.” Instruct participants to address in the space provided what they believe the goals of their profession are. Allow five minutes. Ask for volunteers to share with the group, indicating whether they are child protection or housing professionals and then the goal they have identified. Note responses on the easel pad.



Take a moment to reflect on the goals of your profession. Write these down in the space provided. When you have done that, I would like some volunteers to share with the large group.

- Anticipated responses from CPS: provide for child safety, ensure children grow and develop in a network of relationships, strengthen and preserve families, provide stable environments to support healthy growth and development, build on strengths, and so forth.
 - Anticipated responses from housing professionals: provide safe, affordable and stable permanent housing; build clients’ self-reliance; improve quality of life in communities; keep families together; and so forth.
2. Display Transparency E, “Common Themes.” Briefly note the similarities for the group: safety, preserving families, stability, building on strengths and self-reliance. Stress the commonalities.



Common themes run through your value statements: safety, preserving families, stability, building on strengths and self-reliance.



Part I

Introduction to
the Link Between
Child Protection
and Safety
and
Homelessness/
Housing Issues

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

3. Indicate that these are all areas that you will discuss in the training. Refer again to the individual and team action plan.

It is clear that each profession shares much in common with the other, and even your suggestions for ways to help achieve common goals are very similar. We will be covering many of these areas as we move through the training. At the end of the session, you will develop an individual and a team action plan.

4. Move on to Part II of the training.

Part II: How Collaboration Works for Everyone!

Activity A: What's the connection? A discussion of the link between child protection and safety and housing issues and the effect of both on children and their families

Learning Objectives

- **Understand the link between child protection and safety and housing issues and the effect of both on children and families.**
- **Understand the importance of the timely delivery of child protective and homeless services at the initial point of contact into either system, to achieve (or optimize) the short- and long-term safety and stability of families seeking services.**
- **Understand the importance of permanent, stable housing as a base for more effective services delivery and improved outcomes.**

Time: 25 minutes

1. Display Transparency F, "Connections," and direct participants to Resource 5, "The Connection Between Homelessness and the Protection and Safety of Children," in their manuals. Review a few of the statistics in Resource 5 about what is known about the link between poverty, housing issues, and child well-being. Inform participants that you will cover a few of these statistics and that more detail is covered in Resource 5.



KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual



Note to trainer: Be *very* brief in your coverage of these statistics. Select a few to review with participants. Let them know that details are covered in Resource 5 for later reference by participants. A small number of these statistics are included on Transparency F. You may use the transparency to keep the presentation brief.

- According to the Third National Incidence Study of Child Abuse and Neglect, physical neglect is clearly associated with poverty. Forty-seven percent of children with demonstrable harm from abuse or neglect and 95.9% of endangered children came from families whose income was less than \$15,000 a year (U.S. Department of Health and Human Services, 1996b).
 - Children from homes with housing problems are more likely to be in foster care than children without housing problems (46% vs. 27%). These children are more likely to be “long stayers” in care compared to children from adequately housed families (U.S. Department of Health and Human Services, 1997).
2. Cover the link between foster care and housing issues.
- Three studies have shown that as many as 30% of children in foster care could be reunited with their parents if safe, affordable housing were available (Dorre & Mihaly, 1996).
 - A study published in the journal *Child Welfare* stated that in families whose children were in out-of-home care, a quarter reported an eviction, almost half reported living in a doubled-up situation, and about a third reported experiencing housing issues (Courtney, McMurtry, & Zinn, 2004).
 - According to National Survey of Homeless Assistance Providers and Clients (U.S. Department of Health and Human Services, 1996a), 27% of homeless clients had lived in foster care, a group home, or other institutional setting for part of their childhood—and those are just the ones who disclosed such a history.
 - One study indicated that 60% of homeless single mothers grew up in the foster care system (Committee on Temporary Shelter, 2004).
3. Display Transparency G, “Effect of Homelessness.” Explain the connection between homelessness and the long-term effects on children. Be brief!

Unfortunately, the problems affecting the homeless don't just go away after childhood. The long-term effects of inadequate housing or housing issues as a child are quite significant.



- A lack of adequate housing contributes to an array of health, educational, and social problems for both children and families. Homeless children experience many of these problems at much higher rates than nonhomeless children. They have:
 - four times as many respiratory infections,
 - five times as many stomach and diarrheal infections,
 - six times as many speech and stammering problems,
 - four times the rate of asthma, and
 - four times the rate of delayed development. (Committee on Temporary Shelter, 2004)
 - Homeless children are in special education programs at a rate three times higher than other children, and they are suspended twice as often as non-homeless children and attend an average of two different schools in a single year (Committee on Temporary Shelter, 2004).
4. Display Transparency H, “Effect of Child Abuse and Neglect.” Discuss the effects of child abuse and neglect on a child’s development and the effect of childhood abuse on adult women.

The effects of child abuse and neglect can be devastating as well. A growing body of evidence suggests the experience of abuse and neglect inhibits a child’s healthy psychological, emotional, cognitive, and social development and can impair adult functioning. As they get older, children who have been abused and neglected are more likely to:

- perform poorly in school,
 - commit delinquent or criminal acts,
 - experience emotional and sexual problems, and
 - abuse alcohol and other substances. (Widom, 2000)
5. Summarize by stressing the importance of working together to prevent the kind of long-term effects you have just discussed and the important role both groups of professionals play at the initial point of contact in keeping families together and safe. Stress that families in stable, permanent housing can more effectively use other services.

So yes, we do know that a correlation exists between housing and the safety and welfare of children.



KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

As you can see, it is critical that at the initial point of contact, we make timely and appropriate services available to families to prevent the long-term negative effects of both child abuse and neglect and homelessness. In addition, parents who are housed in permanent, stable living arrangements are more likely to have access to other services they need to keep their families safe and strong.

6. Wrap up and move to the next activity.

Activity B: The lingo game

Learning Objective

- Understand the definitions of key terms in both systems.

Time: 15 minutes

Note to trainer: Correct responses are located in Appendix E at the end of this Instructor's Manual. Work ahead of time to learn who are mandated reporters according to your state's child abuse law. Call the National Clearinghouse on Child Abuse and Neglect at 800/394-3366 or visit <http://nccanch.acf.hhs.gov>. This information is also relevant in Activity C, "Pathways Through Each System."



1. Direct attention to Resource 6, "The Lingo Game," and introduce the activity.

Each field or profession has its own lingo and acronyms. As we begin to collaborate with each other, those terms are important to know so we can communicate effectively. We are going to start with a short game.

2. Give directions: Instruct the participants to complete the lingo game individually first, allowing three minutes to complete. Proceed to group participation, allowing three minutes to complete. The winning cross-systems team gets a small prize.

You have a list of common terms from both professions in one column and a list of definitions in the other column. Complete the matching individually first in the left-hand column. After 3–4 minutes I will call time, and you can then work as a group for three more minutes to complete the team match in the right-hand column. The first team to correctly match the terms with the definitions will get a small prize. Go!



KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Part II

How
Collaboration
Works for
Everyone!

3. Congratulate the winning team, and hand out the prizes. Ask participants if they got more correct when working with their cross-systems team.
 - Anticipated response: Most identified more definitions correctly as a team.
4. Ask what this small lesson teaches them.
 - Anticipated responses: Most will increase accuracy when working with their team. The lesson learned is that collaboration makes for better outcomes.
5. Begin the next part of this activity by directing participants to Resource 7, "Important Definitions in the Child Protection Field," and Resource 8, "Important Definitions in the Housing and Homeless Services Field." Ask participants from each field to highlight for the other the most important and most commonly used terms. You should also ask for terms used in their community or job that are not on the list.



Direct your attention to Resources 7 and 8. Review the lists briefly. I would like some volunteers to share with each other which terms on your list are the most important to know or the most commonly used in your profession. Also, if terms you use in your community or job are not on the list, please share those.

6. Lead a brief discussion and move on to the next activity, which covers over-arching legal mandates for each field and a generic visual of how each system works.

Our next activity will briefly cover the overarching legal mandates in each field and give you some idea about how each system works.

Activity C: Pathways through each system

Learning Objectives

- Describe the basic organization of each system.
- Know the legal mandates, policies, and practices governing both systems.

Time: 30 minutes

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual



1. Direct attention to Resource 8, “Legislation that Affects the Child Welfare and Housing Fields.” Inform participants that over time in both fields, the government has stepped in to guarantee that families and children are safe and able to access needed services. The legislation it has passed are listed in Resource 8.



Note to trainer: Be very brief. These are covered in detail in Resource 8 in the participant manual. Use Jennifer’s story to illustrate how these systems work and to engage the audience.

In both the housing and child protection fields, work is governed by certain legal mandates that provide human service workers with the authority to act to guarantee that children and families are safe and able to access needed services. You can learn more about these laws in Resource 9.



2. Direct attention to the two visual aids, Resource 10, “Child Protection and Child Welfare Casework Process,” and Resource 11, “How the Housing System Works.” Explain to participants that you will be sharing charts to demonstrate how each system functions.



Note to trainer: Cover these very briefly. Whenever possible, use Jennifer’s story and audience participation to illustrate how families might move through each system. You will use audience participation to make the charts relevant for the jurisdiction. A thorough explanation of how each system works is in the participant resource manual in Resources 10 and 11.

To effectively collaborate, it is important to understand how each system functions. To do this, we will use Jennifer’s story and your expertise to understand how these work in your community.



3. Display Transparency I, “Child Protection System,” and direct attention to Resource 9, “Child Protection and Child Welfare Casework Process.” Briefly explain how child welfare agencies are generally structured. They are state or county administered and work with a variety of other systems in the community.

The child welfare system provides services to children and families that range from taking reports of suspected abuse and neglect (or intake) to developing a comprehensive service plan that addresses the needs of a child and his or her family. The plan could include medical care, housing, parental drug treatment, or placing the child outside of the home to make certain he or she is safe.

4. Explain that some cases will enter the system and be handled differently depending on the family's presenting problems and the community in which the family lives. You will use audience participation to illustrate how the system works in this community.

For example, Jennifer and her family seem to need added support to stabilize their situation, but removal of her children does not appear to be necessary. Therefore, after the initial screening, the family might move quickly onto the case planning process, in which the child welfare system arranges for a number of supports for her family. In some cases, an investigation leads to immediate removal. A family can move through this system in any number of ways, but they vary from state to state. Can one of you share an case example and show how a family is involved in and moves through the child welfare system here in (name of location)?

Make certain that the volunteer indicates how a case would enter the system beginning with intake and briefly reviews the steps of intake, assessment and investigation, case planning, service delivery, and case management or oversight. If the volunteer does not address these functions, be prepared to fill in these gaps or ask other participants if they can address these functions in this service system.

5. Make sure to discuss the concept of differential response. This is also covered in Resource 10 in the manual.

Note to trainer: In advance of the training, find out if an alternative to the traditional investigatory response to child abuse and neglect exists in the specific jurisdiction. You can obtain this information by asking the CPS agency director or contacting CWLA's director of child and family protection. If such a model exists, how do people refer to it? How does the differential response operate? Know this and share it with the group.

It is important to note that nearly one-half of states provide some variation of alternative response (also known as differential response). Your state has _____ . This allows for more than one method of initial response to reports of suspected abuse or neglect. Alternative response recognizes the variation in the nature of reports and that one approach does not meet the needs of every family. It allows agencies to provide services in some cases without a formal determination of abuse or neglect or labeling someone as a perpetrator and listing them in a state's central child abuse registry.



KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual



6. Display Transparency J, “The Housing System.” Direct attention to Resource 10, “How the Housing System Works.” Explain how the housing system works in general. The definitions of the various service options for homeless families are listed in Resource 8.

When a crisis destabilizes housing, families turn to emergency housing services. As you can see on this chart, some families are able to obtain emergency assistance for rent or utilities and remain their home. In Jennifer’s situation, she is likely to need immediate entry into an emergency shelter. Here she may have access to services and help to find permanent housing.

Families in which substance abuse is a concern may need to be referred to a residential program for treatment.

The goal of housing services is to help the family secure permanent housing as quickly as possible, many times through a Section 8 voucher, to help the family close the gap between income and increasing rents.

Much like child welfare, this system varies from community to community. But it is important to note that in the housing system, these options are not always available. For example, in some areas, even domestic violence shelters have waiting lists, and some communities have no shelters at all. So with regard to housing, it is important to think about a “Plan B.”

For instance, a large community in Maryland has shelters that are often full. But a church in that community will take families in when the shelters are full. Workers learn of this resource by word-of-mouth—it is not part of the formal system. This is an example of a Plan B.



7. Instruct the teams to take five minutes to discuss resources that could serve as a Plan B for families in their community. Call time. Ask a volunteer from each team to share any feedback and ideas about Plan B in their community. Record them on a flipchart page to be posted during the scavenger hunt, later in the training.
8. Move on to the next activity.

Activity D: Awareness and assessment: Addressing each other's needs and the needs of the community and the client**Learning Objectives**

- Understand the needs and perspectives of collaboration counterparts and families.
- Raise awareness of the areas in which professionals of both systems may require more information about each other or special client needs.

Time: 75 minutes

1. Introduce the activity by explaining that participants are now going to examine the individual needs and personal perceptions of people in each system. They will assess their general knowledge of the community in which they work as well as each system's organizational approach.

Each community and each professional is different in their specific needs as well as their personal perceptions. The purpose of this activity is to discuss the overall make-up of your community; the values, beliefs, and customs of each service system; and the community's general perception of each system.

2. Indicate that the idea is to begin to acknowledge that values, beliefs, and customs are broad and change over time, and the goal is to begin to acknowledge that they exist and to initiate and maintain an open dialogue.

These are broad topics that may change over time. The idea is to begin to acknowledge that they exist and to start to address what role they may play in your practice. It is essential that you maintain an open dialogue about these issues throughout the collaboration process. In this activity, you will also have a chance to discuss how biases and assumptions can affect your work with clients as well as your work with other professionals.

3. Note that the training deliberately does not address cultural awareness with regard to race or ethnicity. It is implied that participants already know this and have integrated it into their daily practice.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

It is important to note that we have chosen not to specifically address culture with regard to race or ethnicity. Cultural awareness and responsiveness have been and will be touched on in other activities; however, we know it is something that is already integrated into your daily practice and we believe that you understand its importance in dealing with a client, community, or colleague. For the purpose of this activity, we are focusing on our professional and organizational thoughts, behaviors, actions, and customs that may hinder effective working relationships with clients and each other.



4. Divide participants into four homogeneous groups (two child protection groups and two housing groups). Distribute a piece of chart paper and a marker to each group.



Note to trainer: If the whole group is 15 people or less, you can use just two homogeneous groups for this activity. You want to keep small groups to a maximum of six to seven people. The use of posted chart paper is important so that when teams are reunited to discuss solutions, they will be able to reference the discussion of the homogeneous groups.



5. Direct attention to Resource 12, “Awareness and Assessment Worksheet,” to record the discussion. Ask each group to list what it thinks it needs from the other profession and what problems it may have in working with the other. Remind them that the activity will continue with finding solutions. Allow five to seven minutes. Ask them to record the responses on chart paper.

This is your chance to sit down with your coworkers and come up with a list of some things that may seem to make your work with the other system difficult. This discussion will be followed by a discussion of solutions. For example, individuals are hard to get in touch with, and phone calls are never returned. Record your discussion on the chart paper and hang it on the wall when completed. You have five to seven minutes.

Quickly review the responses from each group.

Anticipated responses:

- Paperwork gets in the way of work with the client and work with each other (CPS and housing perspectives).
- Time in the shelter is too limited (CPS perspective).
- CPS is not providing enough services to families (housing perspective).

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Part II

How
Collaboration
Works for
Everyone!

- Homeless services workers are not helping families find permanent housing (CPS perspective).
 - CPS has unrealistic goals for families and children (housing perspective).
6. Return the groups to their cross-systems teams composed of both CPS and housing workers. Have them look over the lists posted on the wall and come up with solutions on how to address the issues listed. Solutions should be captured in writing. Allow 10 minutes. Offer an example.

Now, with your teams, review these issues and develop some solutions to make working together more effective.

For example, if one of the items is "people are hard to get in touch with," a solution could be to use e-mail correspondence to ensure weekly communication to touch base or address any issues.

7. Initiate a small group discussion about the particular needs of the clients in each system. Allow five to seven minutes.

Now briefly address the special needs of the clients in either or both systems for five to seven minutes.

Anticipated responses:

- Shelter clients are looking for stable housing.
 - CPS clients are looking for ways to keep or get their family together.
 - CPS clients want greater decisionmaking authority to determine what is best for their family.
 - Shelter families are looking for ways to end their economic hardship.
 - Families in the CPS system are looking forward to an end to their involvement with the agency.
 - Families with limited English proficiency or non-English-speaking clients want to be fully informed and understand what happening in real time (now), what is going to happen, and what is expected of them.
8. Briefly discuss responses. Indicate that these differences will determine how to approach each respective client. Offer some examples. Allow 5 to 10 minutes.



KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

These differences will affect how to approach each respective client. For example, if a client from a shelter seems resistant or hesitant to talk with the CPS worker, don't push. Perhaps try getting your housing counterpart, the worker with whom the client has been working, to gently talk to the client and reassure him or her that the goal is to keep families together and safe whenever possible.

9. Initiate a small discussion on any particular needs of the community—demographic, geographic, economic, and so forth. For example, the area may have a large Latino population, so workers must keep in mind language differences. Allow five to seven minutes.

Discuss what particular needs your community may have. Are there demographic, geographic, or economic factors unique to your community? For example, is there a large population that may have English as a second language that would need bilingual workers?

10. Follow up with a discussion of what the community's perceptions may be of the systems and what you can do to reinforce or change those perceptions. Allow five to seven minutes.

It is important to keep in mind how you are viewed in the community. Take a couple of minutes to discuss some of the perceptions you believe community members have about each of your systems (e.g., "CPS is always taking away the children," as well as "CPS is not removing the children who should be removed").

11. Pass out 5" × 7" index cards to each participant. Without going into detail about specific biases, remind the participants about the discussion of shared values and goals they had from the earlier activity and about how assumptions can be a barrier to effective collaboration. Stress that we all have assumptions, and how we act on them determines our effectiveness at providing services. Giving in to assumptions hinders meeting set goals between systems and can be detrimental to the client. Offer an example of one of your own biases in working with a particular professional group.

Note to trainer: Offer an example from your own experience where a bias could have or did hinder effective collaboration. For example, you may have difficulty working with family violence advocates as their primary concern is the individual who has been battered, sometimes without regard to the safety of the child(ren).



In earlier activities of this session, we discussed our shared values and goals. We discovered that we have a lot more in common than differences. We also discussed barriers to meeting our shared goals, and one of these barriers is our assumptions about each other. We all have attitudes and assumptions that can get in the way of both effective service delivery and collaboration. Giving in to our assumptions can be detrimental to the clients and can hinder meeting our mutual goals.

12. Ask each participant to write down their assumptions and biases about clients and workers from their own system as well as the other system on the index card. Let them know that these will not be read aloud or shared with anyone but *do NOT let them know that they are going to throw them away*. Allow five to six minutes.

Take five minutes to write down as many of your attitudes and assumptions as you can think of about the workers in the other system. You can be brutally honest because no one will hear or see them.

13. When participants have finished, ask them to silently read their lists again, then rip up the card. Walk around the room with a trash bag collecting the ripped-up assumptions.

Now rip up your index cards into tiny pieces. I will collect them in this trash bag.

14. Ask participants what this activity means to them.

- Anticipated responses: I have to be aware of my assumptions and biases, I have to leave them at the door or they will get in the way, and so forth.

15. Move on to the next activity.

Activity E: Building a collaborative plan with the Mendez family: A case study

Learning objectives

- **Develop a basic understanding of the collaboration skills of communication, cooperation, coordination, negotiation, and commitment through a simulated case study activity.**
- **Practice the development of a collaborative plan for service delivery to a family with both child safety and housing needs, applying collaborative and basic assessment skills to help families determine their needs.**

Time: 50 minutes



Note to trainer: Time is very tight for this activity; therefore, the brief lecture leading to the case planning activity should be no more than 10 minutes long to leave enough time to process the activity.

1. Introduce the case study briefly and then begin a very short lecture on the important components of collaboration and potential barriers to successful collaboration.

In a moment, you will all get to know Jennifer much better by learning more about her situation and by working together with her to develop a plan for her immediate future. Before we begin to collaborate, however, it is important to review the components of successful collaboration.



2. Display Transparency K, “Components of Successful Collaboration,” and direct attention to Resource 13, “Components of Successful Collaboration.” Introduce the components of communication, cooperation, coordination, and commitment. Cover the bullets briefly. Inform participants that these are listed in their resource manual.

Successful collaboration has four components: communication, cooperation, coordination, and commitment. Let's look at each one briefly. These are listed in your resource manual.



Communication

To work together effectively, CPS and homeless services workers, along with families, need to understand and adhere to the following concepts:

- *Establish a common language, with agreed-on definitions.*
- *Make a commitment not to use jargon or acronyms.*
- *Know who is mandated to report child abuse and neglect and what protections are afforded to mandated reporters.*
- *Be guided by the rules of confidentiality and informed consent.*
- *Establish a climate that encourages questions and clarification.*

Cooperation

To work effectively together, staff and families need to have shared and agreed-on expectations:

- *Establish the common benefits to everyone of attaining goals in a cost-effective, comprehensive, and sustainable manner.*
- *Be clear in expectations of all parties.*
- *Establish ground rules for handling conflict and frustration and commit to following them.*

Coordination

To work together more effectively, teams need synchronicity and flexibility in the way things are handled:

- *Coordinate schedules, appointments, visits, and other tasks.*
- *Examine established protocols for flexibility, modifications, and new opportunities for integrated approaches to the work.*
- *Continuously revisit the initial plan to ensure adequate communication on shared tasks.*

Commitment

To work together effectively, teams must steadfastly adhere to the collaboration:

- *Everyone must be 100% behind the idea of effective collaboration.*
- *Leadership needs to model the vision and provide the necessary resources and direction.*

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

3. Briefly explain that there are barriers to success, some of which you discussed earlier in the session. Stress that barriers are easy to find and hard to overcome. Inform participants that by knowing the importance of working together, they can work diligently to overcome barriers.

I'm sure many of you have started to think about the things that could get in your way as you move toward effective collaboration. We discussed some of those earlier as they relate to our assumptions and attitudes, and we talked about some ways to overcome them. We have now seen how the issues of child protection and homelessness intersect to create hardship and developmental delays, and to inhibit the opportunity for families to be together and safe. By knowing the importance of working together for the common good of children and families, you will work hard to overcome the barriers.

4. Introduce the Mendez Family case study and service plan activity.

Now we will revisit Jennifer Mendez and her children. All of you and Jennifer will develop a plan to keep her family together and safe.



5. Direct attention to Resource 14, "Mendez Family Case Study," in the manual and instruct them to read it. Allow six to seven minutes.



6. Instruct the cross-systems teams to complete a service plan using the questions in Resource 15, "Case Planning Worksheet," as a guide. They may also consult Resource 16, "Criteria for Child Protective Services Workers to Guide Your Assessment of the Family's Basic Needs," and Resource 17, "Assessment Criteria for Homeless Services Workers to Determine Suspected Child Abuse and Neglect," to help them with the plan. Remind them that Jennifer is also on the team. Suggest that someone play Jennifer to ensure that they address her interests. Allow about 20 minutes for the discussion.

Turn to Resource 15 in your manual. Using the questions as a guide, develop a service plan with Jennifer for her family to assist with her immediate needs. You may also consult Resource 16, "Criteria to Guide Your Assessment of the Family's Needs," and Resource 17, "Criteria for Homeless Services Workers to Determine Suspected Child Abuse and Neglect," to help you develop the plan. Remember that Jennifer is also on the team. I suggest that one of you on each team "be" Jennifer to make sure that her interests are addressed.

7. After 20 minutes, ask each group to comment on one of the questions in Resource 15, the case planning worksheet. After each question, ask for the assigned group to comment first, and then ask the other groups to weigh in before going on to the next question. Ensure that Jennifer's perspective is covered in the plans and throughout the discussion.
- What is the family's Number One need right now? How will the family meet that need?
 - What are the next top three priorities? How will those needs be met?
 - What services can the agencies put in place for this family? Who will arrange for these services?
 - What housing barriers need to be overcome, and how will you overcome them?
 - Are there any special or cultural needs the family may have? How will these be addressed?
 - What resources might the family need later in the coming weeks or months?
8. End the activity by asking the cross-systems teams about the collaboration process in their group. What worked as a positive component? What were the barriers?

Anticipated responses:

- Working together made for a more comprehensive plan for the family.
- Including Jennifer in case planning empowered her.
- Knowing more about how the other profession works was helpful in the planning process.
- We worked out disagreements, and conflict made for a more comprehensive plan.
- We needed some clarification during the discussion.
- We did not have enough time.
- The community lacks needed services.

Part III: Where Do We Go From Here? Resource Sharing and Action Planning

Activity A: The resource scavenger hunt

Learning objective

- **Develop a list of formal, community, and culturally focused service providers as well as other groups in the community providing services to children and families.**
- **Develop a contingency plan that identifies alternate resources and strategies when shelters are full.**

Time: 20 minutes

Note to trainer: You will need to have as many preprinted chart sheets as there are groups. Hang these on the wall during lunch or break. Appendix F located at the end of this Instructor's Manual offers a guide for chart paper preparation. Also, be sure that the chart pages that list Plan B options (Part II, Activity C, "Pathways Through Each System") are visible for participants to refer to and use during the activity as a resource.



1. Introduce the activity by asking participants to retrieve their address books, planners, and so forth from their pockets and briefcases. Inform them that they will now engage in a scavenger hunt that will produce a comprehensive list of resources in their community. Point out the categories:
 - Formal system providers
 - Community service providers
 - Culturally focused service providers
 - Other groups that are specific to your community that provide services to families (this includes your Plan B options).



KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual



Direct attention to Resource 18, “Scavenger Hunt.” This offers examples of resources under each category. Allow five to six minutes for them to record as many as possible on their chart sheet. Ask participants to write legibly so their ideas can be captured.

Take out your address books and planners—whatever you use to record your contacts and resources. You will have five to six minutes to record as many resources in each category of formal, community, culturally focused, and “other groups” (which includes your Plan B options) as possible. If in doubt about where a resource fits, make a decision; don’t leave it off. Resource 18 offers examples of resources in each category. OK, get going!

3. Call time in five to six minutes. One person from the team should stay with the team’s list to record any new resources their team finds. Instruct them that they now have five to six minutes to “scavenge” the lists of the other teams to find resources not listed on their sheet. They are to add these new resources to their sheet. Pass out a supply of index cards for them to record resources from the other teams during the scavenger hunt. The team with the most resources wins a small prize.

You will now have five to six minutes to scavenge for resources from the other teams. If you find one not on your list, record it on the index card and quickly bring it back for your teammate to record. The team with the most resources wins. One person from each team needs to stay with the list to record any new scavenged resources from the other teams.

4. Call time in five to six minutes. Teams return to their list and count the resources. Give a small prize to the team members who have the most resources listed. Have enough small prizes in case of ties. Inform the group that you will type up these resources and provide the master list to (name of agency heads) for distribution to each participant.

Note to trainer: You will want to collect all the completed chart paper following the training so that you can type up these resource lists and provide your typed version to a central point of contact for distribution to all training participants.

Time is up. Return to your team list and count your resources. The team with the most resources will win a small prize for each member. I would like you to know that I will type up these resources and provide the master list to (insert name of agency heads) for distribution to each of you. When you get it, please add it to your participant resource manual.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Service Workers and Homeless Service Workers

Instructor's Manual

Part III

Where Do We
Go From Here?
Resource Sharing
and Action
Planning

5. Direct attention to Resource 19, "Telephone Desk Reference," and explain that this is a list of additional phone numbers they may find helpful. They will have to research the phone numbers, as they differ from community to community and state to state.

When you return to work, take a few minutes to research and record the contact information listed on the resource. You may find this information useful in your work.

6. Move on to the next activity, individual and group action planning.

Now we are moving into what we hope will be the beginning of a true collaborative process.

Activity B: Individual and group action planning

Learning objective

- **Develop an individual action plan, and with the cross-systems teams, develop a team action plan for contact, collaboration, and cooperation in the weeks and months after the training.**

Time: 25 minutes

1. Begin by directing attention to Resource 20, "My Individual Action Plan." Instruct participants to complete the worksheet. Allow five to six minutes.
2. Call time and direct attention to Resources 21, "Team Action Plan," and Resource 22, "Contact Information." Instruct participants to discuss the questions on the worksheet and complete the action plan as a team. Remind them that this collaboration on the team action plan is what will maintain the relationships started in this session. Point out the suggested activities for staying in touch on the worksheet. Allow about 10 minutes.



KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Turn to Resource 21, "Team Action Plan." This is one of the most important activities of the day, the development of your team action plan. Your collaboration on this plan will maintain the relationships you began in this session. Discuss the action plan as a group and decide how you will stay in touch with each other in the future. The worksheet includes some suggestions for how to stay in touch, but you are not limited to those ideas. Please make sure you complete Resource 22, "Contact Information." You have about 10 minutes.

3. Call time and ask teams for examples of how they will maintain contact. Acknowledge all responses.
4. Move on to the evaluation and wrap up.

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Service Workers and Homeless Service Workers

Instructor's Manual

Part III

Where Do We
Go From Here?
Resource Sharing
and Action
Planning

Activity C: Q & A, evaluations, and wrap up

Learning Objective

- To measure the effectiveness of the training against stated goals.

Time: 10 minutes

Note to trainer: In sessions in which the primer, *Keeping Families Together and Safe: A Primer on the Child Protection–Housing Connection*, by Amrit Dhillon, will serve as a resource, make certain that each participant receives a copy at the conclusion of the session.

1. Ask if there are any final questions or comments.
2. Direct attention to Resource 23, “Bibliography.” Inform participants that this contains several valuable resources and websites.
3. Direct attention to Resource 24, the “Keeping Families Together and Safe Training Evaluation.” Ask participants to complete the form and detach it from the manual.
4. As evaluations are being completed, display Transparency L, “Contact Information,” write your contact information on the easel pad, or have business cards for distribution.
5. Collect the evaluation forms, thank participants for their participation, and end the session.



Appendices

KEEPING FAMILIES TOGETHER AND SAFE

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Appendix A

Instructor's Manual

Attendance Sheet/Directory

(Please print clearly)

Name: _____ **Title:** _____

Agency: _____ **Address:** _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Name: _____ **Title:** _____

Agency: _____ **Address:** _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Name: _____ **Title:** _____

Agency: _____ **Address:** _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Name: _____ **Title:** _____

Agency: _____ **Address:** _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Name: _____ **Title:** _____

Agency: _____ **Address:** _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Name: _____ **Title:** _____

Agency: _____ **Address:** _____

Phone: _____ **Fax:** _____ **E-mail:** _____

BINGO Card

Directions: Each blank space identifies something about the people in this meeting. Seek out your fellow participants, and if one of the listed items pertains to them, ask them to sign their names in the appropriate place on your Bingo card. Each person can sign **no more than two items**. You can put your own name for **one item**. Call out “Bingo” when you have completed the entire card.

B	I	N	G	O
Currently works with a family receiving Section 8 Rent	Knows the difference between safety and risk assessments	Can identify the first and last name of one family preservation worker	Likes to read tabloids while in line at the grocery store	Believes that all children have a right to housing
Loves to cook	Knows the child abuse and neglect hotline number	Speaks a second language	Knows what CAPTA stands for	Knows what the McKinney-Vento Act is
Has had another career outside of human or social services	Knows a family whose kids are in foster care but cannot return because of family's housing problems	FREE	Works with victims of domestic violence	Has brown eyes
Knows the definition of <i>child neglect</i>	Knows what Fair Market Rent is	Has more than five siblings	Knows where families can go when the shelters are full	Plays a sport regularly
Can name one person who works at a public housing authority	Knows if the local child welfare agency helps with rent or utilities occasionally	Regularly reads a professional journal, such as the CWLA journal, <i>Child Welfare</i>	Loves to dance	Is a mandated reporter

BINGO Card Answer Sheet

B	I	N	G	O
Currently works with a family receiving Section 8 Rent	Knows the difference between safety and risk assessments <i>Safety assessments determine immediate or imminent danger; Risk assessments determine likelihood of future harm</i>	Can identify the first and last name of one family preservation worker	Likes to read tabloids while in line at the grocery store	Believes that all children have a right to housing
Loves to cook	Knows the child abuse and neglect hotline number	Speaks a second language	Knows what CAPTA stands for <i>Child Abuse Preventive and Treatment Act</i>	Knows what the McKinney-Vento Act is <i>Legislation that authorizes federal funding for services to homeless families</i>
Has had another career outside of human or social services	Knows a family whose kids are in foster care but cannot return because of family's housing problems	FREE	Works with victims of domestic violence	Has brown eyes
Knows the definition of child neglect <i>Neglect is the failure to provide for a child's basic needs—physical, medical, educational and emotional (for reasons not solely due to poverty)</i>	Knows what Fair Market Rent is <i>Fair Market Rent determines the eligibility of rental housing units for the Section 8 Housing Assistance Payments program</i>	Has more than five siblings	Knows where families can go when the shelters are full	Plays a sport regularly
Can name one person who works at a public housing authority	Knows if the local child welfare agency helps with rent or utilities occasionally	Regularly reads a professional journal, such as the CWLA journal, <i>Child Welfare</i>	Loves to dance	Is a mandated reporter <i>All participants are mandated reporters</i>

KEEPING FAMILIES TOGETHER AND SAFE

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie one balloon.
 2. Write "6:00 A.M., sick baby" on one balloon.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloon to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie one balloon.
 2. Write "6:45 A.M., food insecurity," on the balloon.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloon to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie two balloons.
 2. Write "7:45 A.M., child care problems," on one balloon and "7:45 A.M., job attendance problem," on the other balloon.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloons to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie one balloon.
 2. Write "9:00 A.M., potential loss of income," on the balloon.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloon to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie two balloons.
 2. Write "9:30 A.M., no health insurance," on one balloon and "9:30 A.M., limited transportation," on the other.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloons to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie one balloon.
 2. Write "1:30 P.M., helplessness," on one balloon.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloon to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

KEEPING FAMILIES TOGETHER AND SAFE

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie one balloon.
 2. Write "2:00 P.M., no family support," on one balloon.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloon to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie two balloons.
 2. Write "3:00 P.M., no health insurance," on one balloon and "3:00 P.M., language barriers," on the other.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloons to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie two balloons.
 2. Write "5:30 P.M., potential homelessness," on one balloon and "5:30 P.M., child left unsupervised," on the other.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloons to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie three balloons.
2. Write "6:00 P.M., despair," on one balloon; "6:00 P.M., cultural barriers," on another balloon; and "6:00 P.M., communication barriers," on the last balloon.
3. Listen to the introduction.
4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloons to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie two balloons.
2. Write "6:30 P.M., family conflict," on one balloon and "6:30 P.M., school attendance problems," on the other.
3. Listen to the introduction.
4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloons to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.

Directions for "A Day in the Life of Jennifer Mendez"

1. Blow up and tie one balloon.
 2. Write "7:15 P.M., pending CPS investigation," on the balloon.
 3. Listen to the introduction.
 4. As the trainer reads the script, listen for your time and family problem. When you hear it read, go hand your balloon to Jennifer. If balloons start to pile up and fall, you may hand them back to Jennifer. Remember that Jennifer has the task of keeping up with the balloons; you cannot do it for her. You can only assist.
 5. Remain near Jennifer throughout the duration of the activity. The trainer will let you know when to return to your seat.
-

KEEPING FAMILIES TOGETHER AND SAFE

Appendix E

A Curriculum for Child Protective Services Workers and Homeless Services Workers

Instructor's Manual

Lingo Game Answer Sheet

Match the term with the corresponding definition by placing the correct letter next to the term.

Term	Answer	Definition
ESOL	C	A. Termination of parental rights by a court
Section 8	D	B. Individuals who, as part of their professional responsibilities, have regular access to or contact with children
AMI	E	C. English for Speakers of Other Language (also referred to as English as a Second Language)
Emergency shelter	I	D. Housing choice vouchers that allow very low-income families to choose and lease or purchase safe, decent, and affordable privately-owned rental housing
Substantiation	G	E. Area median income
TPR	A	F. Adoption and Safe Families Act of 1997
FUP	H	G. A finding of credible evidence that a child has been abused or neglected
Public housing agencies	J	H. Vouchers specifically made available to families facing the immediate threat of separation or prevention of reunification due to housing issues
Mandated reporter	B	I. Short-term facilities that provide an immediate place to eat and sleep
ASFA	F	J. Local agencies that administer public housing and Section 8

Directions for Preprinted Chart Sheets: Scavenger Hunt

Prepare a chart sheet for each cross-systems team in your group and place them on the walls around the room.

Use the stickers to name the teams. Label each sheet with the name of the team.

Write the four categories of resources you want them to record:

- Formal service providers
- Community service providers
- Culturally focused service providers
- Other groups providing services to children and families

Examples of resources in each category are listed in the participant manual in Resource 16.

