

RFP Response Form

Family Violence and Intimate Partner Violence Training for Child Welfare Staff

PROPOSER INFORMATION

Name/Title: Futures Without Violence (FUTURES)

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PROPOSAL INFORMATION

Date Submitted: 5/2/16

Amount Requested: \$105,000

REFERENCES

Provide the name, affiliation and contact information [include email address and telephone number] for three references who are able to address relevant experience with your organization.

For Futures Without Violence: Maureen Sheeran, Chief Program Officer, Family Violence and Domestic Relations, National Council of Juvenile and Family Court Judges, Reno Nevada, [REDACTED]

[REDACTED]; Jo Simonsen, Family Systems Advocacy Director, Ohio Domestic Violence Network, [REDACTED]; Linda Spears, Commissioner, Massachusetts Department of Children and Families, 600 Washington St, Boston Ma 02111, [REDACTED]

For Juan Carlos: Manny Yonko, Director of Family Wellness Program, The Children's Aid Society, 150 East 45th Street, New York, NY 10017. [REDACTED].

For Shellie Taggart: Pam Jobin, Assistant Bureau Director, The Bureau of Program & Community Development, Office of Children and Family Services, 52 Washington Street, North Bldg, Room 334, Rensselaer, NY 12144 [REDACTED] Phil Decter, Associate Director, NCCD Children's Research Center, 426 S. Yellowstone Dr., Suite 250, Madison, WI 53719, [REDACTED]

[REDACTED]. Sue Hubert, Director, Domestic Violence Unit, Department of Children and Families, 600 Washington St, Boston Ma 02111, [REDACTED]

[REDACTED] John Vogel, Acting Director, Child Welfare Institute, Department of Children and Families, 600 Washington St, Boston Ma 02111, [REDACTED]

REQUIREMENTS

Please respond to the following questions. The maximum score for each submitted service is 100 points.

I. Experience and Administration – Complete this section only once, even if you are including both services in your Proposal. Your total response to this section may not exceed 2.5 pages.

A. Experience in Family Violence and IPV field (20 points possible)

1. Describe your experience in the family violence and IPV field. Include details about your past experience of working with different systems.

FUTURES and the expert training team (TEAM) have vast experience in the IPV and Child Welfare system. FUTURES is a leading national organization with over 30 years of experience in developing

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groundbreaking strategies to address violence against women and children. **Shellie Taggart** is a national trainer and consultant with 18 years of experience working at the intersection of domestic violence (DV) and child welfare, and an additional 4 years' experience in domestic violence advocacy within a community-based program and in family court. First as a domestic violence specialist and later as a manager/supervisor in the Domestic Violence Unit in the Massachusetts Department of Social Services. As a project consultant, facilitator, and provider of technical assistance, Ms. Taggart has guided state child protection agencies in long-term, multi-layered, collaborative approaches to integrating emergent research and practice innovations into child welfare systems to better serve the increasingly complex needs of families. **Lonna Davis** has over 30 years' experience working on IPV and family violence. She spent 10 years on the ground working in a domestic violence program as an advocate for victims of violence and their children. In 1990, Lonna was hired by the Massachusetts Department of Children and Families to examine how to prevent children who were exposed to domestic violence from unnecessarily being removed from their mothers. Throughout her tenure at DCF, Lonna was able to build a team of domestic violence advocates to work in every area office in the state and they became a national model for the country. Lonna personally visited and advocated for 1000's of victims of IPV and their children and supervised tens of thousands of cases. In 2000, Lonna was recruited by FUTURES to take the work to scale and lead technical assistance to the National Greenbook Initiative. Lonna continues to work at the forefront of solutions to the overlap of IPV and children's exposure to violence through federal, state and local initiatives. **Fernando Mederos, Ed.D.**, conducted groups for men who batter from 1980 to 1990 at Emerge in Cambridge, MA. In 1990 he founded and led Common Purpose, another batter intervention program until 1997. He was also a trainer for the Duluth model of batterer intervention programs from 1991 to 1996. He has worked with NCJFCJ, FUTURES, for many projects funded by OVW and FVPSA, as well as state CPS agencies. **Juan Carlos Areán** is an internationally recognized activist, public speaker, trainer and facilitator, and published author. Since 1991, he has worked to engage men across different cultures to become better fathers, intimate partners and allies to end domestic violence and achieve gender equity. He was the Director of the National Latin@ Network at Casa de Esperanza, and has also worked at FUTURES and Harvard University. Juan Carlos is the lead developer of Casa de Esperanza's Campaign *Te Invito* and FUTURES *Fathering After Violence* Initiative. The TEAM's local partner is the **Women's Center & Shelter of Greater Pittsburgh**, which provides high quality, confidential and free programs offered in an environment where cultural competency, justice, autonomy, restoration and safety are priorities. Each year, WC&S serves nearly 7,000 individuals experiencing violence through our programs and services.

2. Describe your understanding of current trends in the field of family violence and IPV. Elaborate on what you consider to be the most promising practices.

Most salient is the lack of trust between victims of DV and the systems that we have created to help them. Establishing partnerships between victims of IPV and front line staff is fundamental to making things safer. It is within the trust of a relationship, that people are able to tell their stories. Without this, child welfare staff will presume and guess. There is a long list of trends, such as how to engage fathers and boyfriends who use violence, the best clinical and advocacy tools for children exposed to violence, economic and racial justice for families in the child welfare system, co-occurring substance use and vicarious trauma for staff.

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3. Describe your experience in trauma-informed practice.

The TEAM's overall approach includes a deep understanding of how trauma impacts families, communities, systems, and human services professionals over generations. FUTURES has created several tools and curriculums on creating trauma informed organizations such as Promising Futures: a resource center for domestic violence programs that want to build their capacity to do trauma informed programming for children exposed to violence. **Lonna Davis** is the lead TA provider for the Defending Childhood Initiative which focuses on infusing trauma informed practice into all systems that are serving children and families experiencing violence in 8 sites.

B. Experience in child welfare system (20 points possible)

1. Describe your experience working within the child welfare system or a related human services field.

In addition to what has already been stated above the TEAM brings specific child welfare training experience including: **Lonna Davis** has 10 years' experience working in the child welfare system, developing an IPV program. She has led hundreds of trainings for front line staff, supervisors and management. She has developed protocol and policy including, protective intake policy, investigation, assessment, home finding and more. **Juan Carlos Areán** has trained CW workers and supervisors on domestic violence prevention since 2004. He has worked with CW systems in Michigan, New York, Massachusetts, Missouri, Oregon, Colorado, Florida, New Hampshire and California. His work has focused on transforming with fathers who have used violence. **Shellie Taggart** provided consultation on hundreds of child protection (CPS) cases, including high-risk cases. She also managed strategic planning processes in three regions to address practice trends and plan for effective integration of DV best practices into the work of protecting children; conducted training for child protection staff and DV advocates on co-occurrence and related topics; and managed a state-funded Greenbook project to build collaboration among CPS, DV programs and the Juvenile Court. **Fernando Mederos** began facilitating specialized batterer intervention groups for men involved with child welfare in 1990; from 1997 to 2004 he was a half-time batterer intervention consultant with the Domestic Violence Unit in DCF in MA, where he consulted with and supervised DV specialists within child welfare on working with men with histories of partner abuse, and developed a comprehensive framework for engaging with men who batter in child welfare. He authored a manual on this issue 2004. **Women's Center & Shelter of Greater Pittsburgh (WC&S)** has worked with Allegheny County Children, Youth and Family Services (CYF) for more than 20 years. In addition to providing services to their clients, WC&S also provides training to all new caseworkers and veteran caseworkers on IPV. The CYF training for new caseworkers is 2-6 hour content days (12 hours content total) and veteran caseworkers for approximately 2-3 hours. Women's Center & Shelter of Greater Pittsburgh provides these trainings to all regional offices as well as consultation to caseworkers when they need to talk about what to do with their clients.

2. Describe the kind of challenges and limitations that you anticipate child welfare staff will face while addressing family violence and IPV in the course of their work.

CW staff often do not see how the mission of child welfare pertains to assisting adult victims. Although they may see that the needs of the children and adult victims are linked together, when things get complicated (for various reasons) they are likely to fall back on the mission to protect children. This is

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also connected to the liability the child welfare system is up against, both internal and with the public and false notions of the binary of safe and unsafe. In addition, child welfare has less experience focusing on men and fathers which is imperative to addressing IPV and family violence.

C. Planning and Administration (10 points possible)

1. Describe your past experience of working with agencies similar to DHS to coordinate a planning process for training.

The TEAM has had vast experience planning and delivering trainings for child welfare and other systems. We come to the table with ideas from past experiences, a proven evidence based model of developing training for adult learners, local relationships and a needs assessment process. If we receive the contract, we will continue to work with key local stakeholders to refine our curriculum.

2. Describe your track record of fulfilling health and human services contracts

The TEAM has received multiple contracts with local, state and federal agencies. FUTURES has also received a four out of four star rating from Charity Navigator. FUTURES will serve as the fiscal lead on this contract.

II. Training Module and Qualifications – In this section, complete the questions for the service(s) you are proposing. If you are proposing both services, answer all of the questions. Note that each service will be scored separately. Your total response to this section should not exceed 10 pages for Frontline Staff Training and 7.5 pages for Training of Trainers.

A. Training Module (25 points possible)

For targeted IPV and family violence training for frontline staff training:

1. Submit a proposed curriculum for a 2-day training and describe how you will address the topics outlined in Section 3.1: *What we are buying*.

TRAINING OUTLINE: Targeted Family Violence and IPV training for frontline CYF Staff

Needs Assessment and Local Prioritizing

FUTURES and training team, (TEAM) will partner with Allegheny county stakeholders to ensure the training material is tailored to the specific needs of front line workers and supervisors. TEAM will conduct a rapid needs assessment to determine the key priorities for training topics through interviews with administrators, and other stakeholders. Additionally, the TEAM will review existing protocols, policies, and processes including FAST, team conferencing and other practices to identify opportunities to embed best practice and enhance capacity of staff. What is proposed below is an extensive list of topics that the TEAM believes are key to building the capacity of child welfare agencies to address IPV and enhance safety and wellbeing for children - but are well beyond the scope of a two-day training. The outline is ambitious and is a long term vision for the policy and practice change that agencies should undertake to improve their response to families experiencing violence. The TEAM will work with Allegheny county stakeholders to prioritize and adapt the content and exercises to be relevant to the local context and to fit into the time allotted. Topics not covered in the two-day training can be added into the TOT or future trainings.

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Learning Objectives:

As a result of this training, participants will be able to:

- Understand the dynamics of family Violence and IPV and its impact on victims, children and families
- Describe best practices in recognizing Family Violence and IPV in the context of child welfare, screening for it and supporting families in safety planning
- Implement best practices for screening for and address Family Violence and IPV in the context of child welfare

Key Learning Points & Training Activities

I. Overview of IPV and Family Violence

Learning Objectives:

As a result of this segment, participants will be able to:

1. Define IPV and its connection to child abuse and neglect
2. Describe the impact of domestic violence on victims, children and families

Key Learning Points:

- Dynamics of IPV and Family Violence
 - Prevalence data from latest National Incidence Survey on Domestic and Sexual Violence
 - Sample Activity: Using Power & Control wheel, participants choose a specific case they've worked on recently, and identify all tactics of coercive control. Trainers will reference this exercise, and have people reflect on their results, when discussing documentation of impact on the adult victim and children, and have them practice documenting all aspects of control and impact on the family.
 - Trainers will review research on types of IPV and provide language to differentiate DV from other types.
- Short and long term Impacts of violence on adult victims/parents
 - Sample activity- "in her shoes" or "Stairs video"
- Short and long term impact of violence on children and youth
 - Findings from latest National Survey of Children Exposed to Violence, including LGBTQ IPV, and other recent research on teen dating violence
 - Impact on healthy development including impact on the brain, emotional, and cognitive development.
 - Possible activity: Hear our Voices video and discussion
 - Overlap of IPV and child abuse statistics and impact data
- Impact of violence on family relationships and parenting
 - Torn loyalties and impact on parenting capabilities
 - Protective strategies that non-abusive parents use
 - Tactics of fathers who use violence to undermine parenting ability of mothers

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- Possible activity: Stairs video and discussion, designed to help participants reflect on their own emotional responses to DV and children who witness, and to connect safety of mothers and children together.
- Co-occurring issues including substance abuse, poverty, racism, housing instability, mental illness, etc. and how that impacts families experiences within child welfare
 - Review/use handouts from National Center on DV, Trauma and Mental Health
 - Sample activity - case scenario on intersectionality
 - Disproportionality data and bias activity
- Protective Factors & resilience
 - Define resilience
 - Individual, family, and community level protective factors
 - Strategies that enhance resilience and protective factors
 - Sample activity - case scenario where participants map out risk and protective factors within the individual, family, community.

II. Vicarious Trauma and Self-Care

Learning Objectives:

As a result of this training, participants will be able to:

1. Define vicarious trauma and its impact on human service professionals
2. Implement strategies to address vicarious trauma and practice self-care

Key Learning Points:

- Overview of vicarious trauma, secondary trauma, and burn out
 - Define terms
 - Trauma Stewardship overview
 - Sample activities - Case scenarios, Video, self-care checklist, pair share
 - Making commitments to today, tomorrow, and long term goals
- Impact of working in child welfare on professionals
 - Impact on CPS view of families
 - Sample activity -group discussion on stress, burn-out, and loss of hope, compassion meditations, and a video from Brain Games about contagious compassion.
- Connection to own experiences of trauma and how that surfaces in practice
 - Sample activity - visualization exercise
- FAN Model – Facilitating Attuned interactions
 - Practical strategies for social workers on maintaining balance and self-regulation in the face of chaos and crises. Sample activity - role play.
- Strategies for addressing vicarious trauma and self-care in the workplace (including supervisors and how they can support front line workers)
- Strategies for addressing vicarious trauma and self-care at home
 - Sample activity - Appreciative Inquiry exercise

III. Universal Education and Screening

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Learning Objectives:

As a result of this training, participants will be able to:

1. Understand the importance of conducting universal education on domestic violence with all family members
2. Implement universal education strategies for all family members
3. Describe safe case practice strategies for screening

Key Learning Points:

- Importance of relationship building and comfort with difficult conversations
- Considerations for implementing universal education cards - *We Believe Moms Matter*
- Universal education and screening – considerations for how they work together
- When and how to screen family members for violence and other risks: (incorporating FAST)
 - At first contact
 - Red flags
 - Prior to family team meetings
 - At key decision points
- Documentation considerations
- Indicators of violence without positive disclosure
 - “Hypothetical” safety planning
- Safety and confidentiality issues related to screening
- Considerations for screening with co-occurring issues
 - Co-occurring issues can lead to dismissing IPV
 - Use of co-occurring issues as a tactic
 - Documentation considerations
- Policy/protocol implications for screening and universal education

IV. Family Engagement

Learning Objectives:

As a result of this training, participants will be able to:

1. Identify strategies to engage victims and offenders of domestic violence
2. Enhance practice strategies for having difficult conversations with victims and perpetrators
3. Describe safe case practice strategies in interviewing families and conducting family engagement.

Key Learning Points:

- Overview of Family Engagement
 - Role of social worker as facilitator of change process, not expert or case manager
 - Guidelines for interviewing potential victims, perpetrators and children
 - Sample activities that tap into/promote compassion
 - Expanding our view of families and parents -- not just victims and perpetrators
 - Building networks of support
 - Solution-focused approach to family engagement

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- Strategies for engaging Mothers
 - Impact of trauma (lifetime and on-going) and socialization
 - Cultural differences in making meaning of violence
 - Engaging as a parent
 - Helpful Things to Say handout
 - Sample activity: Using multiple character scenarios of an adult victim, participants role play practice engagement strategies and group debrief
- Strategies for engaging Fathers
 - Impact of trauma and male socialization
 - Cultural norms and role models
 - Engaging as a parent
 - Helpful Things to Say handout
 - Sample activity: Using multiple character scenarios of an adult victim, participants will role play practice engagement strategies and group debrief; or use the video Something My Father Would Do or the Fathering After Violence drawings.
- Strategies for engaging children and youth
 - Sample activity - case scenario and role play.
 - Helpful Things to Say to Children and Youth Exposed to Violence handout
- Strategies for working with diverse families
 - Sample Activity - Stance of cultural humility - video and case scenarios
 - Self-reflective practice
 - Considerations for working cross culturally - understanding our bias
 - Unique characteristics for working with LGBT families

V. Assessment

Learning Objectives:

As a result of this training, participants will be able to:

1. Enhance practice strategies for having difficult conversations with victims and perpetrators
2. Describe a framework for assessing risk and protective factors for children and adult victims
3. Describe safe case practices in conducting assessments with family members

Key Learning Points:

- Overview of safe case practices strategies in assessment with all family members
 - Sample Activities - Challenges to accurate assessment -- Brain Games videos OR Decoy video; "Reality is created by the observer"; Praxis exercise on working within hierarchical structures
- Assessing strengths and protective factors over the life of a case
 - Evaluating progress -- behavioral benchmarks
- Assessing risk and lethality over the life of a case
 - Risk to moms and kids -- differences and similarities
 - Integrated with local risk assessment tools
- Documentation considerations

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- Enhancing/using critical thinking strategies to improve assessment
- Behaviorally-specific documentation
- Documentation of patterns of functioning
- Considerations for building on DHS Common Assessment Team protocol, conferencing and teaming practice and builds on FAST certification process training.
 - Sample activity - cover safety ground rule and safety check in from TDM curriculum and AECF video and a scenario/exercise
- Safety planning
 - Child welfare and DV safety planning -- differences and similarities
 - Safety planning at key decision points in child protection
- Policy/protocol implications

VI. Service Planning and Interventions

Learning Objectives:

As a result of this training, participants will be able to:

1. Describe the difference between safety planning and service planning
2. Know important resources in the community for information, partnership and referrals
3. Learn about best practices for community collaboration (confidentiality, trust, etc.)

Key Learning Points:

- Interpreting the assessment data and moving to service planning
 - Best practices in developing case plans by utilizing a team approach in pulling together natural supports, while focusing on the strengths and underlying needs of a family
 - Best practices in safety planning/Service planning and Advocacy
 - Behaviorally specific planning with family members (services are not a proxy for safety)
 - Strategies for building networks of support and safety
 - Sample activity - case scenario
 - Advocacy, Collaboration and coordination with community partners and other agencies based on local laws and mandates
 - Considerations for mandating services
 - Building informal networks of support and safety -- Strengthening social connectedness
 - Building parental protective capacities -- Knowledge of parenting/child development, parental and child/youth resilience, social emotional competence of children/youth, access to resources and concrete supports
 - Best practices in effective interventions for adult victims
 - Best practices in effective interventions for children & Youth
 - Best practices in effective interventions for adult perpetrators
 - Culturally specific intervention considerations
 - Sample Activities: Rachel's story, case scenarios.
2. Elaborate on the techniques and exercises you propose to enhance the staff learning experience and to further develop staff's skills.

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All our training work has its foundation on evidence-based adult learning. Our curriculum development process is based on the Experiential Learning Theory developed by Dr. David Kolb, drawing on Piaget, Dewey, Jung, and Freire. We believe in the importance of addressing diverse learning styles and design our trainings to be extremely interactive. Lectures should never last more than 15 minutes and other diverse activities should be utilized including large and small group discussions, role-plays, case scenarios, videos, and demonstrations.

For training of trainers

1. Submit a proposed curriculum and describe how you will address the topics outlined in Section 3.1: *What we are buying.*

Training of Trainers (TOT) Training Outline

Learning Objectives:

As a result of this training and on-going consultations, participants will be able to:

1. Increase knowledge and confidence to support front line staff on best practices in screening, engagement, assessment and service planning
2. Increase knowledge and confidence to support worker safety and vicarious trauma
3. Create a learning community of CYF leaders to support on-going education and internal leadership on this issue.
4. Increase leadership in the community to collaborate with domestic violence and related community organizations
5. Identify what infrastructure and partnerships are needed to create the best environment for implementing and sustaining best practices

Modalities:

- Webinars
- Phone calls
- In-person sessions
- Written practice guides, handouts and tools for supporting staff

Key Learning Points & Training Activities

- Truncated version of the front line staff training including an overview of IPV, vicarious trauma and self-care; best practices in screening and universal education, family engagement, assessment and service planning. (See key learning points and training activities in front line staff training outline for more detail.) Ideally some of the leadership staff could come to one of the front line trainings.
- Strategies for addressing caseworker trauma, stress and vicarious trauma through supervision, policy and protocol.
- Hands on case consultation to build clinical capacity among this core group of staff.
- Review techniques for on-going quality assurance and quality improvement processes.

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- Coaching techniques for supporting staff in all elements of casework including case consultations and dealing with high risk cases.
- Techniques for supporting continuous learning for workers on co-occurring issues such as family violence and substance abuse, mental health, poverty and housing instability, among other topics.
- How to support safe case practices with workers throughout the life of a case.
- On-going case scenario work/live case consultations (mapping danger/risk, planning for safety)
- What to do when needed services don't exist, or don't fit (linguistically, culturally, etc.)
- Safety, permanency and well-being -- organizing holistic practice around all 3, not limited to physical safety
- Leadership development
- Staff competencies
- Appreciative Inquiry as a practice change strategy
- Liability and decision making - Leading practice change around DV
- Peer coaching model among leaders
- Enhancing critical thinking – and applying it through a domestic violence lens. Recognizing common errors of reasoning. Confirmation bias. Videos, exercises, case scenarios. Curious inquiry. Create multiple theories about families, resist quick judgments on families.
- Supervision and coaching using a solution focused approach
- Strategies for training and supporting workers use of the FAN model, Facilitating Attuned Interactions and reflective supervision.
- Strategies to support adult learning, advanced facilitation skills, what to do when working with difficult people, handling conflict.
- Strategies for addressing fatalities in IPV cases

2. Describe the frequency and duration of your work with the core group of staff that you consider appropriate to achieve the outlined objectives of this training in Section 3.1: *What we are buying*. The length and duration of work with the TOT team required to undertake long term change is beyond the scope of this contract. The specific length and format of the work with the TOT group will be dictated by budget and will include in-person and virtual sessions. The Team will conduct a truncated version of the front line staff training with the TOT group in addition to specialized sessions designed at building leadership and skills related to supporting front line workers in implementing and sustaining best practices in addressing IPV. The TEAM will conduct 3 in-person sessions, 2 webinars and on-going consultation phone calls with the TOT group as needed. The total consultation and training hours will total no less than 100 hours.

3. Elaborate on the techniques and exercises you propose to ensure that the staff become qualified trainers and are able to offer ongoing consultation and support. In addition to the techniques described in # 2 above for front line workers, when working with the TOT group, we include hands on extensive practice time for the trainers, as well as teach advanced,

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specialized facilitation techniques. The TEAM will also conduct on-going virtual sessions and provide one-to-one mentoring as needed.

B. Trainer Qualifications (15 points possible)

For targeted family violence and IPV training for frontline staff training

1. Describe your past experience providing training on family violence for frontline staff (such as case workers, police officers or others)

See answers above on TEAM experience training front line workers.

2. Explain how you will create a collaborative environment that encourages peer learning
Our trainings are designed to allow a maximum opportunity for peer learning. As mentioned before, we keep lecturing to a bare minimum and instead use process among participants to elicit learning. Our trainers are well versed in process facilitation.

For training of trainers

1. Describe your past experience conducting training of trainers programs

Lonna Davis has developed numerous TOT models including trainings for diverse audiences such as domestic violence advocates, child welfare workers, professional sports players, school administrators, and others. **Shellie Taggart** developed and/or delivered trainings and trainings of trainers for Futures Without Violence, the National Council of Juvenile and Family Court Judges, Annie E. Casey Foundation, Casey Family Programs (through the Children's Research Center), Casa de Esperanza/National Latin@ Network, Rutgers University School of Social Work, the National Resource Center for Child Protective Services, and many state child welfare agencies and domestic violence coalitions. She has delivered trainings in multiple formats – in-person, through national webinars, and in video modules and statewide video conferencing. In addition to producing multiple training curricula focused on improving both domestic violence and general child welfare practice, Ms. Taggart has worked with key partners through FUTURES to produce and deliver specialized curricula for resource/foster parents supporting children exposed to DV, and facilitators of Team Decision Making. **Juan Carlos Arean** has developed and implemented several Train-of-Trainers Institutes, centering on audiences as diverse as judges, health care workers, school teacher and administrators, college professors and administration, child welfare workers and supervisors and professional sports players and staff.

2. Include details of any past training that you have conducted on addressing trauma, secondary trauma and stress among social workers or staff in similar fields.

The TEAM has conducted numerous in-person and virtual trainings for social workers, health care providers, domestic violence advocates on concrete strategies for practicing self-care to maximize impact and combating vicarious trauma. Just last week, FUTURES and Juan Carlos Arean held a train the trainer session focusing on addressing secondary trauma of teachers in the school environment.

3. Describe your past experience of clinical supervision for caseworkers managing cases involving IPV/family violence.

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As referenced previously, Lonna Davis, Shellie Taggart and Fernando Mederos have extensive experience in clinical supervision within child welfare agencies.

C. Budget (10 points possible)

Include a separate budget for each proposed service (Training of Frontline Staff and TOT) with a breakdown of all expenses within the specified maximum budget amount (\$25,000 for Frontline Staff; \$80,000 for TOT). Provide a short budget narrative that justifies your line items. The budget narrative should be entered in the Response Form and counts toward your page limit.

Front Line Trainings:

FUTURES is proposing to leverage existing national technical assistance funding secured from the Department of Health and Human Services through a subcontract with the National Council of Juvenile and Family Court Judges to enhance our ability to achieve the desired goals of sustained practice change and improved outcomes for families experiencing IPV and receiving child welfare services within Allegheny County. Under this contract, FUTURES is requesting \$25,000 of funding that will pay for the following line items:

- ½ of the trainer fees and all of their travel (2 trainers to deliver 5 two day trainings)
- A portion of the communications costs
- And our federally approved indirect rate.

Already secured NCJFCJ TA funds (\$24,488) will cover:

- The costs for FUTURES' staff time to lead and manage the project and travel to assist in training activities
- ½ of the remaining trainer fees
- Meeting supplies, postage, telecomm, IT and the balance of the project's communications costs.

TOT:

FUTURES is requesting \$80,000 to cover the following items:

- Salary costs for two FUTURES staff to prepare, plan and lead the project.
- Travel costs for one FUTURES staff to lead the rapid needs assessment and provide on-site training and TA for the TOT group (3 trips)
- Office supplies required for the trainings and on-going consultation
- Travel for 3 trainers to participate in the rapid needs assessment and provide on-site training and TA for the TOT group (3 trips each)
- Fees for 4 trainers to provide on-site training and ongoing consultation for the TOT group (12 days each).
- Production costs related to designing materials and the curriculum to ensure usability and sustainability for future trainings
- Costs for webinar platform services for virtual learning sessions (2 webinars)
- IT, communication, postage, and telecommunication costs related to delivering the project goals.

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Provide your organization's financials and describe how they reflect your financial policies and organizational stability. If your organization is for-profit and this information is not publically available, please indicate this in your budget narrative. Financial statements do not count toward page limit.

Financial Statements are included as a separate attachment.

FUTURES' multi-pronged strategies to sustain, build programs combined with its commitment to continuous operational improvement and effectiveness enable FUTURES to be nimble and innovative in program design and implementation.

The strategies include:

- Continuous diversification of funding sources, allowing investments in policy, advocacy, and experimental idea incubation
- Alignment of strategic program areas and resources (financial and human capital)
- Strong partnerships with constituents in academia, policy-makers, advocates, and general public
- Technology utilization to increase outreach and visibility of the issue, as well as promote operational productivity, efficiency, and cost savings

FUTURES' programs and operations continue to demonstrate a steady and strong growth, and no major program changes are expected in 2016-2017.

ATTACHMENTS

Please submit the following attachments with your Proposal. These can be found at:

[http://www.alleghenycounty.us/Human-Services/Resources/Doing-Business/Solicitations-\(RFP/RFQ/RFI\).aspx](http://www.alleghenycounty.us/Human-Services/Resources/Doing-Business/Solicitations-(RFP/RFQ/RFI).aspx)

- Cover Page
- MWDBE Participation Statement or MWDBE Waiver and Participation Statements
- Allegheny County Vendor Creation Form
- Audited Financial Report
- W-9

CERTIFICATION

Please read the below statement and check the box to indicate agreement with its content.

By submitting this proposal, I certify and represent to the County that all submitted materials are my work and that all responses are true and accurate.