Poll Questions

Two in-meeting polls show that 83% of participants’ child welfare programs have a formal practice model (14% were unsure and 3% did not have a practice model). Most of the participants felt that their program’s practice model effectively supports their work with families (14% fully, 22% significantly, 42% somewhat, 3% slightly, 8% not at all).

How does your program assure effective practice is happening with families and children?

- Provides frequent formal supervision (group and one-on-one)
- Offers tools for teams to use in the field
- Trains employees in effective practices
- Uses coaches to support staff implementation of the practice model
• Provides data-collection systems and reporting systems to help agencies implement a solution-focused practice model and help them use data to track progress
• Follows policy, staffing, supervision, and internal case reviews
• Uses coaching in supervision to align with the agency’s framework
• Has open discussions with administration regarding how operations will go and offers an opportunity to provide input and support
• Holds regular unit meetings
• Communicates and strengthens the team model while working with care management organizations
• Reviews the Practice Profiles book that is provided during training
• Uses a Strengthening Families practice model with trauma-informed and evidence-based practices
• Uses supervision to gain input and support from the agency

If you have a formal practice model, what tells you that it works for families?

• Use data to assess the impact our practice model has on the outcomes desired for families and if the goals are being met for our children and families
• Able to see if children are remaining safely in their homes or are being reunified in a timely manner
• Look at reports/data to ensure that goals are being met
• Our trauma-focused family-centric model has demonstrated outcomes we can see out in the community from the families as well as through quarterly reviews of Daily Living Activities
• Look at the relationship building and level of engagement we are able to achieve with families to build safety networks

In what new ways has your agency provided sufficient resources to effectively support families and provide services during the COVID-19 pandemic?

• Contracted providers have switched to remote visits
• Offer resources that populations may need – such as internet, healthcare, food, clothing; one agency recruited volunteers from the community to make calls to different populations to see what resources were needed
• Take drug abuse on a case-by-case basis
- Limit the need for parents to complete all parenting classes if we see major behavior changes
- Try to keep a sense of normalcy in unprecedented times
- Keep families together as much as possible
- Host trainings on effective supervision in remote teams
- Share strategies that supervisors can use to maintain connection with staff
- Continue to promote professional development
- Use research based on virtual visits with parents who were incarcerated and the effect on the children to inform what effective virtual interactions look like: [https://www.nccdglobal.org/blog/successful-video-visits-young-children](https://www.nccdglobal.org/blog/successful-video-visits-young-children)
- Provide facilities and staff with supports such as PPE resources
- Conduct virtual team meetings in whatever format works best for the family
- Provide phones for families for remote visiting and phones for youth in care
- Use Zoom for meetings with child victims so they can "meet" their advocate
- Convert trainings to online (e.g., one program converted 54 classroom courses to virtual platforms)
- Develop a triage process to support staff and families while working remotely
- Shift priorities to provide the services that are needed
- Make weekly phone calls to support resource families
- Send out PDF files of resources to share (often before families initiate)
- Use donations to provide technology to children to assist with the need
- Use technology to assist with engagement, connection, and assessment with children and families
- Allow for creative solutions to connect with families who may have a learning curve for technology or learning disabilities that can make remote connections difficult
- Provide laptops for local agency staff to work remotely and provide specialists with iPads for virtual meetings
- Work closely on court improvement processes, as courts went virtual, too

**What unexplored possibilities exist to integrate anti-racism actions into practice supports?**

- Provide resources on how to talk to children about racism and other topics (e.g., Sesame Street in Communities [https://sesamestreetincommunities.org/topics/incarceration/](https://sesamestreetincommunities.org/topics/incarceration/))
• Make sure parents and foster/resource parents have cultural training
• Be proactive about asking families about their race/ethnicity instead of making assumptions or using stereotypes or labels
• Work to find common wording and understanding in tribal areas
• Don’t assume that we are as far along as we believe we are (including stakeholders)
• Build greater awareness and knowledge on how to effectively communicate on issues of race
• Do deep dives into many systems on racial equity and anti-racism
• Continue to adapt and evolve practices and policies
• Get all the voices to the table, especially families
• Involve other systems; we can’t be an anti-racist system and then work with other systems (like courts) that haven’t done the same work
• Explore issues around bias
• Make space to begin to think about grief and loss issues
• Consider blind removals
• Show openness and awareness to acknowledge the discussion that is needed and the things that are taking place in our communities
• Make sure leadership is on board and very intentional in addressing this topic
• Consider replacing “minority” with “global majority” and give those from the global majority priority when speaking
• Discuss that it is not the time for people of color to take the lead in doing this work; it is important to be inclusive but also for White people to do their work personally
• Add a position solely dedicated to multicultural awareness