CALL FOR PROPOSALS
Submission Deadline: April 16, 2018
about the conference

Engagement... is defined as collaboration, partnership, inclusion, involvement, and cooperation.

Are you eager to reach beyond your jurisdiction’s boundaries?

Are you ready to learn and share knowledge, strategies, solutions, and innovations that impact child welfare and human service systems?

Then this is an event that you don’t want to miss! The Kempe Center’s International Conference on Innovations in Family Engagement will ready you to develop your organizational capacity, cultivate leadership for change management, and equip you with ideas, insights, trends, and best practices to forward your agency’s mission in new ways.

Meaningful Engagement

Engagement is an inherently complex topic. It is defined as collaboration, partnership, inclusion, involvement, and cooperation. But what does it really mean and how do you know when it is happening meaningfully and effectively? What we know for sure is this... safety, permanency, and well-being cannot be effectively achieved, without meaningfully engaging with the children, youth, and families involved with human service systems. The engagement process begins with the first “hello”, knock on the door, or telephone call, and it must continue throughout the entire relationship between service providers and families. It must extend far beyond engaging with the parent or caregiver, child and youth, extended family and the family’s community and informal networks.

Improving Outcomes

For decades, public human service agencies, community-based organizations, and other institutions have implemented numerous family engagement strategies, system reforms, and decision-making models as a way to provide inclusive and culturally responsive processes with families. The basic belief is that outcomes improve when service providers productively and positively engage with the family group in matters that directly or indirectly involve them. This construct holds true across many systems including child welfare, juvenile justice, aging and adult protection, education, and mental health.
We advocate for the interplay between family finding and family engagement.

An Invigorating Learning Platform Since 1997

We have delivered the Conference on Family Group Decision Making (FGDM) and Family Engagement annually since 1997 and it has served as an invigorating learning platform for thousands, who are implementing family meeting structures and engagement processes around the globe. In 2005, our team launched the Differential Response Conference, again attracting a global audience of innovators committed to restructuring and revamping Child Protection Systems (CPS) through the implementation of differential response. Over time, we revealed the need for the topics, audiences, and interests of these two conferences to converge and we merged them in 2015 into the International Conference on Innovations in Family Engagement.

Opportunities to Advance Family Engagement Practices and Reform Strategies

With the implementation of differential response, the front-end of CPS systems was restructured and at least two different pathways to respond to child abuse and neglect reports, was created. With this change came an increased emphasis on engaging with caregivers, children, youth and their family networks during the assessment phase. Various family engagement strategies and techniques, including some form of family meetings are now consistently being embedded into child welfare practices throughout the intake stages of involvement. This is only the beginning. Many formal and informal opportunities to advance family engagement practices remain untapped and under-utilized.

Interplay Between Family Finding and Family Engagement

Human service systems use multiple formal engagement mechanisms and various forms of family meetings. Such models as family group conferences, family team meetings, team decision meetings, family team conferences, child permanency mediation, child and family teams, family decision meetings, restorative conferences, family safety planning meetings, wraparound services, and family team decision making are some commonly used family engagement strategies. The common thread woven throughout all of these approaches is that none of them are possible without finding and engaging with the family. With this in mind, we advocate for the interplay between family finding and family engagement at this conference.
Child welfare and allied systems are more successful when they combine agency and community resources with informal resources and supports.

Greater child safety and well-being is possible through partnership and engagement with the family and their support systems.

At a minimum, family groups need to be included in decision-making processes. To the extent possible, formal systems should strive to implement processes whereby family groups lead decision-making.

Engaging with families is a collaborative process that brings together the extended family system and their natural supports with formal systems and community partners.

Child welfare and allied systems are more successful when they combine agency and community resources with informal resources and supports.

Through partnership and engagement with the family and their support systems, greater child safety and well-being is possible.

With this conference, we will identify and showcase practices, policies, procedures and protocols that lead to best-practice implementation, advocacy and research that elevate these values:

1: Families and the Decision-Making Process
At a minimum, family groups need to be included in decision-making processes. To the extent possible, formal systems should strive to implement processes whereby family groups lead decision-making.

2: Families as Experts on Their Own Lives

3: Family Engagement is a Collaborative Process
Engaging with families is a collaborative process that brings together the extended family system and their natural supports with formal systems and community partners.

4: Formal and Informal Resources and Supports
Child welfare and allied systems are more successful when they combine agency and community resources with informal resources and supports.

5: Greater Child Safety and Well-Being
Through partnership and engagement with the family and their support systems, greater child safety and well-being is possible.

Supporting Values

With this conference, we will identify and showcase practices, policies, procedures and protocols that lead to best-practice implementation, advocacy and research that elevate these values:

Public and Private Child Welfare Agency Professionals
- Administrators, program managers, supervisors, and specialists
- Intake, assessment/investigation, and ongoing workers
- Permanency, foster care, and adoption workers

Family Engagement Specialists
- Family meeting coordinators or facilitators
- Family meeting supervisors
- Family finders
- Kinship navigators

Partnering Systems and Community Providers
- Juvenile and family courts, including judges, court staff, attorneys, and other legal professionals
- Domestic/family violence services
- Substance abuse providers
- Education, including teachers
- Law enforcement
- Mental health providers

Community Members
- Parents, caregivers, and grandparents
- Foster, kinship, and adoptive parents
- Parent leader consultants and parent mentors
- Community leaders in religious, spiritual, or cultural settings

Others
- Policymakers
- Researchers/evaluators
- Child and family advocates
submitting a proposal

Our goal is for this conference to create transformational learning experiences that participants can use to make improvements in their home communities. We believe the learning experiences provided will enhance innovation across all child and family serving system levels and that will ultimately result in better outcomes for children, youth and families, as well as the workforce. Therefore, we invite you to use the following guidance to develop your workshop submission. To submit a proposal, please review the following steps, as shown below and detailed on the following pages.

1: REFLECT ON TOPIC QUESTIONS
2: DEVELOP A TOPIC
3: DETERMINE TRACK FOR SUBMISSION
4: DETERMINE TYPE OF SESSION
5: DETERMINE LENGTH OF SESSION
6: DETERMINE METHODOLOGIES
7: SUBMIT PROPOSAL

Submitting a Proposal: Step 1
reflect on topic questions

To facilitate innovative change in the field, we encourage you, as a potential presenter, to reflect on the following questions as you prepare your submission:

LEARNING
What major learning, insight, or discovery do I want to share?

CHANGE
What change, if any, am I promoting? What does the learner need to know, do, or feel to enact this change?

ENGAGEMENT
What will make this learning experience energizing, engaging, and interactive?
Design strategies to sustain differential response or other system reforms

Addressing disparities, disproportionality, and race equity: moving beyond definitions to actions

The implementation of family engagement practices and policies in Indian country and with Aboriginal groups

Safety planning and family support planning
Engaging specific populations (children/youth, fathers, substance users, clients with mental health concerns, LGBTQ youth, domestic violence victims and offenders)

Ensuring children and youth’s perspectives, knowledge, and opinions are used in planning and decision making about their own lives

Parents and kin as leaders in system navigation and system change

Addressing issues of neglect and chronic neglect

Strategies to engage families voluntarily

Strategies for family finding and engagement, including connectedness mapping, mobility mapping, appreciative inquiry, and courageous conversations

Change management: sessions geared towards leaders and administrators in leading and sustaining change

Innovations in staff supervision, coaching, and mentoring

Leading large and small-scale change and innovation

Building professional and family resilience through supportive processes and structures

Advanced skills in engagement and facilitation

Solution-focused sessions: moving beyond identifying a problem to solving it

Staff retention and burnout prevention, including managing fatigue and secondary trauma and embedding self-care

Building strategies, procedures, and partnerships that sustain and embed family engagement into agency structures and expectations

Engaging parents, caregivers, Tribes and aboriginal groups in practice and policy development for the systems designed to serve them

Outcome, implementation, and cost evaluations of FGDM, family meetings, family engagement, differential response, and other innovations

The development and implementation of CQI

Ways to garner community support for differential response or other reform strategies

However, you are not limited to these topical areas, and we encourage you to use your own experiences in deciding on a topic.
In order to best facilitate learning for our diverse participants, we strive to offer an array of topical areas for them to choose from when selecting sessions to attend. On the application, you will be asked to identify the track in which your submission best fits.

**PRACTICE**

Focus on what participants need to know, do, or feel to forward a change in themselves, their team or agency, or their community, in serving families through direct practice.

**WORKFORCE DEVELOPMENT**

Focus on what is needed to develop and sustain a robust and thriving workforce with healthy organizational culture and climate that supports family engagement practices.

**SYSTEM INFRASTRUCTURE**

Focus on aligning systems with family engagement principles requires attention to infrastructure, policies, implementation, partnerships, and collaboration.

**RESEARCH AND EVALUATION**

Share findings from research and evaluation efforts that can inform the implementation and sustainability of family engagement practices, processes, policies, and system reforms. Support the knowledge gain of evidence so that evidence-based, evidence-informed, emerging and innovative models, practices, and strategies are embedded into the work with children and families.

It is important to consider that a good session does not necessarily limit its focus to success stories or positive findings. Challenges and roadblocks to successful implementation, and how you overcame them, as well as how you achieved sustainability, are valuable to the field as well.
Submitting a Proposal: Step 4

determine type of session

There are two types of sessions for your consideration. Previous evaluations have shown that participants highly value the opportunity to dialogue with their colleagues. While we desire a balance of workshops and learning circles to be delivered at the conference, we are encouraging potential respondents with ample facilitation experience to consider developing a learning circle proposal, particularly because we believe that this type of session may be best suited for participants with more experience or topical knowledge.

WORKSHOP

Those applying under this format are encouraged to narrowly define their proposed sessions to provide sufficient depth on their topics, while leaving adequate time for questions and group dialogue.

LEARNING CIRCLE

The chairs will be organized in a circle, and you will facilitate a discussion of those gathered. Facilitators should set up the discussion with a brief, 5 to 10 minute lecture to set the context and come prepared with questions and prompts for the group to discuss. An example of a learning circle may be strategies to supervise some type of family meetings, or how your agency builds resiliency in the workforce. You can also build a learning circle by asking yourself: what wicked problem or difficult challenge are we encountering in my community? Invite others to brainstorm ways to address that challenge.

Submitting a Proposal: Step 5

determine length of session

The conference offers 4 options for potential presenters to select from. Longer sessions are expected to be more in-depth, “deep dives” into the content of that session with ample opportunity for participants to integrate learning and “road-test” some practice skills. Shorter sessions are better suited for quick introductions to or overviews of a topic, set of research, implementation strategy, etc. We encourage you to think critically about which length of session fits both your topic and your chosen mode(s) of content delivery (see step 6 below).

Full-day Skills Institutes
These sessions will take place on Tuesday, October 16, and are capped at 30 participants. These sessions are the most interactive and offer the maximum opportunities for participants to discuss, integrate, and apply the content through a mixture of delivery methodologies.

3-hour
These sessions will likely take place on Thursday morning, October 18, and need to be highly interactive with significant opportunities for participants to engage in discussion and content integration and application.

90-minute
At a minimum, we would expect that you would reserve 15-20 minutes for questions and dialogue with your audience.

40-minute
New to this conference, this length of time is perfect for topics that lend themselves to brevity (a micro-learning) or for presenters who may feel more comfortable presenting in shorter increments.
Submitting a Proposal: Step 6

determine methodologies

There are a number of methodologies that you can consider when designing your session. You will be asked to include which methodologies you plan to use in the submission.

- **Traditional lecture**
- **Videos**
- **Micro-learning**: any brief and targeted learning object between 3 to 6 minutes in length; a way of teaching and delivering content to learners in small, very specific bursts. Learners are in control of what and when they are learning. **Click here for more information on micro-learning.**
- **Interactive learning journals**: learner-centered journals (or handouts) used during the learning experience to encourage learners to understand the content in relationship to themselves in real time using powerful inquiry based questions to foster reflection and deepening of their learning. **Click here for more information on interactive learning journals.**
- **Problem-based learning (PBL)**: learners are provided an open-ended complex problem, situation, or case to learn from and follow throughout the workshop. Learning objectives unfold through the experience of the learner collaborating in small groups, conducting research, and engaging in discussions or other activities that support the acquisition of skills and knowledge. The facilitator guides learners in a manner through the process of learning rather than delivering the content. **Click here for more information on problem-based learning.**
- **Scenarios or case studies**: an indepth description of a case that participants can apply to their work.
- **Small group, peer-to-peer roundtable discussions or paired discussions**: facilitate participants’ application of knowledge, collaboration amongst peers, and foster a deeper awareness of practice related attitudes and behavior,
- **Skills practices**
- **Learning games**
- **Short lecturettes**: 10 to 15 minutes delivery of content to provide foundational knowledge,
- **Walk & Talks**: pairs are grouped and encouraged to walk and discuss a key discussion topic,
- **Polling**: use of some form of group polling technology to understand the participants’ experiences with and knowledge of a subject matter.
**Submitting a Proposal: Step 7**

**submit proposal**

Be prepared to include the following information about your proposed session:

<table>
<thead>
<tr>
<th><strong>1</strong> Presenter Information</th>
<th><strong>4</strong> Target Audience</th>
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<tbody>
<tr>
<td>Name, organizational affiliation, and email of all session presenters/facilitators</td>
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<table>
<thead>
<tr>
<th><strong>2</strong> Session Title</th>
<th><strong>5</strong> Session Specifics</th>
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<tbody>
<tr>
<td>We welcome your creativity with session names - however, we encourage you to develop a title that is brief and clear about your session’s topic</td>
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<tr>
<td>The track, type of session, length of session and planned delivery methodologies (pick list)</td>
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<tr>
<th><strong>3</strong> Session Description</th>
<th><strong>6</strong> Internet Access Requirements</th>
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<td>150 words or less (this is what will be listed in the program brochure)</td>
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<tr>
<td>Indicate whether you will need internet access for your session, to show a YouTube video, for example.</td>
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<th><strong>7</strong> Questions</th>
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<td>In addition to the information above, you will be asked to briefly answer the following questions as part of your submission.</td>
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- What are the learning objectives for your proposed workshop or learning circle? List a minimum of two.
- How is the content relevant to the conference values?
- In what ways do you believe your proposed session’s content is innovative?
- How will your session consider the perspectives of, or impact of your topic on, underrepresented or underserved populations? This question is directed at incorporating consideration of marginalized groups into all sessions, as appropriate, and may tap into gender, sexual orientation, race, power, and privilege dynamics.
- How will your workshop support the core principles of adult learning to foster content integration, real-world connection, and application? These core principles include:
  - A learning experience that is **participatory**, allowing attendees to have active and practical understanding of the concepts, ideas, and practices presented in the workshop.
  - A learning experience that is **practical**, using case scenarios and examples that participants can relate to and that refer to direct life, work, and social experiences to bring meaning to the learning.
  - A learning experience that is **powerful**, utilizing methods that stimulate the senses with a variety of methods such as audio, visual, reading/writing, and kinesthetic to engage various learning styles.
Thank you for your interest in presenting at the **2018 International Conference on Innovations in Family Engagement**!
If you have any questions about the call for proposal process please contact Kempe using the information below. Also, please be aware that we will be offering webinars for presenters whose sessions are accepted to facilitate the development of strong and engaging workshops that adhere to adult learning principles.

### ABOUT THE KEMPE CENTER

The Kempe Center for the Prevention and Treatment of Child Abuse and Neglect strives to improve the care and well-being of all children by strengthening families, communities, and the systems that serve them. We believe abuse and neglect are preventable, children are resilient, and supportive care can bring health and hope. The Kempe Center was the first of its kind, established in 1972 to better understand and prevent child maltreatment and to serve affected children and their families. For the past 45 years, Kempe has promoted understanding, knowledge, and best practices to prevent and treat child abuse and neglect locally, nationally, and internationally. Kempe fulfills its mission through the four pillars of research and evaluation; training, technical assistance, and education; clinical service delivery, and advocacy. Through their work across these four pillars Kempe Center faculty support innovation in systems and communities that work with vulnerable children, youth, and families in a variety of ways. Kempe is proud to house innovative efforts around family group decision making (FGDM) and differential response (DR) in addition to many others.

### 2018 INTERNATIONAL CONFERENCE ON Innovations in Family Engagement

**OCTOBER 16-19, 2018**

[www.kempeconference.org](http://www.kempeconference.org)

**Contact**

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