KEMPE PRESENTS

2019 INTERNATIONAL CONFERENCE ON
Innovations in Family Engagement

November 19-22, 2019

held in
San Diego

CALL FOR PROPOSALS

Submission Deadline: April 1, 2019
About the Conference

An Invigorating Learning Platform Since 1997

For more than two decades, this annual international conference has brought together a global audience of 500-strong committed innovators to re-envision how child welfare and other systems can meaningfully engage families in planning and decision making. It attracts child welfare system professionals, allied partners, courageous leaders, and people who envision systems working differently, more effectively and in partnership with families.

As a stimulating learning arena for leaders at all levels within human service organizations, you will find numerous opportunities to support you as you innovate in how you serve children and families. You will network with other leaders, share innovative practices and policies, create a link between research and practice, understand implementation successes and challenges, explore voice and participation of children/youth, and dialogue about system change with a special focus on power differentials, marginalized groups, disparities and disproportionality.

Family Engagement History

Since the early 1990s, public human service agencies, community-based organizations, and other institutions have implemented numerous family engagement strategies, system reforms, and decision-making models. The field of child welfare has made great strides to implement various inclusive and culturally responsive processes in how they serve 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.

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target audience

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 and probation
- Mental health providers

Community Members
- Parents, caregivers, and grandparents
- Children and youth
- 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
Family Engagement Defined

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 is this: when human service systems meaningfully engage children, youth, parents and extended family members, positive outcomes for children, families, and systems are likely more attainable. 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. In most instances, it is imperative that the widest circle is created, extending far beyond engaging with the parent/caregiver and child/youth to including the extended family, and the family’s community and their informal networks.

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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:

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.
forms of family engagement

For engagement to be effective, systems have to be structured to work collaboratively and respectfully with parents, child/youth and broader kin networks. This requires systems to create the space, flexibility, creativity, and courageous leadership so that systems adapt to the uniqueness of each kin network rather than each kin network adapting to the system.

Actualizing family engagement starts with building relationships and rapport, forming the foundation for all practice areas including prevention/early help, investigations/assessments, safety planning, service planning, and decision making.

At the front-end of child welfare systems, many innovations and reforms have been created and implemented that embody family engagement principles and processes. For example, with the implementation of differential response (also called alternative response), front-end CPS systems are restructured, creating at least two different pathways to respond to child abuse and neglect reports that increase the intentional engagement of families. CPS systems have an increased emphasis on safety organized practice, signs of safety, comprehensive family assessments, trauma-informed care, and other innovations that engage with caregivers, children, youth and their family networks in determining their needs.

Throughout all stages of families’ involvement with child welfare systems, various family engagement strategies and techniques, including some form of family meetings are now consistently being embedded into child welfare practices. 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, family finding, and family team decision making are some commonly used family meeting models. The common thread woven throughout all of these approaches is that none of them are possible without finding and engaging with the family.

All of these family meetings and other engagement practices rely on comprehensive policy and systemic supports to enable successful implementation and sustainability. This includes a focus on organizational readiness and workforce issues. Attending to the following three implementation drivers is critically important for implementation fidelity: Competency driver (coaching, training and selection), Organizational driver (systems intervention, facilitative administration and decision support/data system) and the Leadership Driver (technical and adaptive).

This is only the beginning. Many formal and informal opportunities to advance family engagement practices remain untapped and under-utilized.
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 regarding innovations in family engagement as you prepare your submission:

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

**CHANGE**
Why am I motivated to do a session about this topic? 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?

*Example of change: The impact I hope to have is a change in attitudes towards families involved in child welfare. Behavior with a family often reflects a belief about a family. This must change and my session will help participants recognize the importance of their attitude when working with children and families.
We believe that you are in the best position—given your proximity to family engagement practice, policy, research, and your trailblazing work to design and implement system reforms like differential response—to determine sessions that will be most current, connective and instrumental for your colleagues. We are particularly interested in sessions relating to the following topics, below and on the next page, which have been identified by recent conference participants as areas of great interest and need.

**Practice Supports, Strategies and Approaches to Engaging Family and Maximizing Family, Youth and Child Voice**

- Implementing models that assemble safety teams and initiating family engagement at the beginning of case (e.g., Safety Organized Practice, Child and Family Team meetings, Team Decision Making)
- Implementing models, such as Family Finding, that strive to build lifetime networks to support children, youth and families
- How to improve child-parent-family visits through such strategies as Family Visit Coaching
- Effectively engaging fathers and paternal relatives
- Strengthening the participation of children and youth in decision making
- Using protective factors to bolster families and their communities
- Strategies to effectively engage families impacted by domestic violence
- Innovations in Fostering and Adoption Certification/Licensing. For example, learning from California’s Resource Family Approval Program (RFA) and its impact on relative caregivers
- Strategies to enhance youth engagement and relational permanency, including how it looks differently with the implementation of California’s RFA
- Striving for practice and model fidelity within the context of the settlement agreements and policy construction
- Strategies to keep families together and support healing when coping with opioid addiction

**Practice Supports, Strategies and Approaches to Engaging Family and Maximizing Family, Youth and Child Voice**

- Family engagement as an effective early prevention effort and in response to the Family First Prevention Services Act
- Engaging families to prevent children/youth from entering into foster care and to support reunification of children/youth with their families
- Collaborating with community partners to engage children, youth and families in decision making and planning processes
- How to build a complementary, rather than competitive, relationship between multiple family engagement models (e.g., CFTs and FGC) to enhance and deepen family involvement in decision making
- Using practice models (e.g., California’s Integrative Core Practice Model) as a mechanism to enhance child/youth voice
- The interplay between assessment tools [e.g., Child and Adolescent Needs and Strengths (CANS)] and family engagement
- Creating space and resources in the system so that kin networks can actualize their love, wisdom and power to give their children/youth the best possible outcomes (e.g., Kinship supports, kinship navigators)
- Building and utilizing peer support networks for parents and children/youth (Parent Partners programs, California Youth Connection, etc.)
- Scaling promising engagement practices from small/local ‘backyards’ to become effective state-/province-wide practices: implementation strategies and results
Engaging Family Systems of Marginalized Populations

- Innovations in family engagement in tribal communities
- Partnerships between Tribes and States/Provinces to engage and involve families in decision making and planning
- Engaging families of Commercially Sexually Exploited Children (CSEC)
- Engaging family members who may be incarcerated or gang-involved
- Working with undocumented families: innovations, challenges, legal aspects, how to find and engage family members
- Engaging LGBTQIA+ children, youth and their families/natural support networks
- Understanding the role of racial and ethnic identity development, how it affects service providers, children, youth and families, and impacts family engagement efforts
- Human Trafficking: Engaging families that have been impacted in solution building and healing

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.

*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.*
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 learning circle provides a space for participants to work as a group, sharing insights/experiences about a specific topic or issue, and organizing their collective knowledge towards a shared outcome. Facilitators should set up the discussion with a brief 5 to 10 minute presentation to set the context and come prepared with questions/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?

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.

Submitting a Proposal: Step 5

determine length of session

The conference offers 3 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 on the next page).
PARTICIPATORY
A learning experience that is participatory, allowing attendees to have active and practical understanding of the concepts, ideas, and practices presented in the workshop.

PRACTICAL
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.

POWERFUL
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.

We strongly encourage presenters to develop a session that employees multiple modalities to attend to peoples' learning styles, and therefore we are providing the following partial list of methodologies for you to consider.

- Traditional lecture
- Videos
- Skills practices
- Learning games
- Scenarios or case studies: an in-depth description of a case that participants can apply to their work.
- 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 understanding 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.
- 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.
- 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

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

1. **Presenter Information**
   Name, organizational affiliation, and email of all session presenters/facilitators

2. **Session Title**
   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

3. **Session Description**
   150 words or less (this is what will be listed in the program brochure)

4. **Target Audience**

5. **Session Specifics**
   The track, type of session, length of session and planned delivery methodologies (pick list)

6. **Questions**
   - What are the learning objectives for your proposed workshop or learning circle? List a minimum of two.
   - In 250-500 words, tell us your innovation story. We want our Abstract Review subcommittee to get a good understanding of your proposed intervention. Use our questions as a guide and add those that are meaningful to you so that the work you are or have been doing comes alive.
   - What is the innovation that you want to discuss?
   - What child/family, agency or community need does this innovation address?
   - How long, deep, and wide has this innovation spread in your state, province, county, locality?
   - How has your innovation been designed to support underrepresented and underserved populations and marginalized groups?
   - What story do your data tell about the impact of the innovation?
   - If you could press the restart button in regards to your chosen innovation, what might you want to do differently and why?
Thank you for your interest in presenting at the 2019 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 to 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 over 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.