



Bridging Refugee Youth & Children's Services

Building Bridges:

A Guide to Planning and Implementing Cross-Service Training

Acknowledgments

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Preface

Bridging Refugee Youth and Children's Services (BRYCS) works to strengthen services that affect refugee youth and children. Refugees come to the United States with legal immigration status recognized under both U.S. law and United Nations designations through the United Nations High Commissioner for Refugees (UNHCR). They have fled their homeland, have sought safety in refugee camps in a neighboring country, and may have waited years before being cleared for legal admission into the United States. Refugees' home countries are not safe for them to return to for reasons of persecution or fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. When refugees arrive in the United States, 10 national resettlement agencies and their affiliate offices provide core resettlement services for them. These national agencies are designated by the State Department as providers of services for the resettlement of refugees.

Refugee families go through major transitions as they adjust to life in the United States, and they require support from family members, the community, and service agencies. When adequate support is not available, family breakdown and crisis can result. In such situations, it is important that service providers be aware of the specific needs of refugee families and that a coordinated effort is in place among public child welfare agencies, refugee-serving agencies, and refugee community associations to serve such families effectively. Expertise and good practices abound in many service communities, yet they often do not operate in coordination with each other. Agencies must also think strategically about what type of prevention services and enrichment programs they need to bolster refugee families as they adjust to a new culture and a new country.

A central emphasis of BRYCS's technical assistance efforts has been to develop bridges between mainstream service providers, especially public child welfare agencies and agencies that provide services for refugee families. One way in which BRYCS has fostered such bridge building is through its cross-service trainings in St. Louis, Missouri, and Atlanta, Georgia. The trainings brought together service providers from a variety of agencies to explore possibilities that would strengthen service capacity in their communities.

BRYCS learned many lessons in piloting the cross-service trainings. We want to share those lessons with service providers so that they can learn from our fieldwork. This guide was created not only to communicate lessons learned but also to guide readers through the process of developing local cross-service trainings and to encourage agencies to take the lead in implementing such trainings. Because all service communities are different, the guide allows training to be tailored to meet specific local service needs.



I. Introduction to Cross-Service Training

What Is a Cross-Service Training?

A cross-service training brings together service providers from child welfare agencies, refugee-serving agencies, and refugee community organizations to establish a process through which they can strengthen the capacity of local services to meet the needs of refugee families. The goals are to share information and resources and to build collaborative strategies across service systems.

Why Do It?

BRYCS developed the concept of a cross-service training following an exploratory study of the needs of refugee families and the service needs of public child welfare agencies. This project, called Community Conversations, took place in 2001. BRYCS developed a plan to explore local concerns regarding refugee child welfare and met with refugee communities, refugee service providers, and child protective service departments in the cities of Baltimore, Maryland; Omaha, Nebraska; and Seattle, Washington, in an effort to determine the significant issues and concerns in the area of child rearing. The project raised many questions, concerns, and issues surrounding refugee families. (For a copy of the report, go to www.brycs.org.) Two significant findings resulted:

1. Public child welfare agencies and refugee-serving agencies lack information about each other's goals, operating structures, and services to families and children.
2. The myth within the refugee communities about child protective services "taking children away" has a significant impact on refugee parents and can indirectly affect how they perceive their role as parents in the United States.

BRYCS therefore identified a need to convene trainings that would bring together public child welfare agencies, refugee-serving agencies, and representatives of the refugee community to educate each other, strengthen dialogue, share information, and build their capacity to meet the needs of refugee families. As a result of the Community Conversations project, BRYCS developed, implemented, and facilitated four cross-service trainings in the cities of St. Louis, Missouri, and Atlanta, Georgia.

Communities across the United States are becoming more diverse, especially in areas with increasing arrivals of new immigrants and refugee families. New cultures and traditions are enriching cities and neighborhoods yet are posing new challenges for service delivery systems established before the arrival of new immigrants. From the agency perspective, innovative programs and flexible structures are needed to adapt to current service trends. From the service provider's perspective, the changing community demographics require cultural competency and appropriate direct service skills. From the refugee family perspective, understanding service systems in a new cultural context requires considerable time, significant adjustment, and determination.

Challenges are increasing for agencies, service providers, and refugee families alike. Only through an approach that unifies the collective service capacity can those challenges be met. By combining the service attributes shown in table, it is possible to create a comprehensive continuum of care for our growing newcomer communities.

Outcomes of Trainings in Atlanta and St. Louis

BRYCS worked collaboratively with agency and community representatives to conduct cross-service trainings in Atlanta and St. Louis. (For details on the trainings, go to www.brycs.org.) At the end of each training, service providers developed the following plan for continuing their work:

| Attributes of Refugee-Serving Agencies | |
|--|--|
| Sector | Service Attribute |
| Public Child Welfare Agencies | <ul style="list-style-type: none"> • Formal service agencies • Strong history of protecting children and strengthening families • Familiar with state and local laws, regulations, and operating structures • Connected to various service systems (e.g., schools, hospitals, courts, law enforcement, domestic violence programs, and parenting programs) |
| Refugee Community Associations | <ul style="list-style-type: none"> • Usually are trusted representatives in the refugee community • Provide strong, informal support networks for families • Understand specific challenges facing refugee families • Can provide interpreters and translators • Have rich knowledge of cultural traditions and customs |
| Refugee Service Providers | <ul style="list-style-type: none"> • Work directly with refugee families • Have knowledge about refugee cultures, needs, and strengths • May be refugees themselves and able to relate to the experiences of refugees • Are connected to other local agencies • Provide specific programming for refugee populations • Provide a wide range of services for families |

- Expand opportunities for cross-education between service systems.
- Develop a task force consisting of public child welfare agencies, refugee-serving agencies, and refugee community representatives to meet regularly to discuss the needs of newcomer families.
- Explore neighborhood-based service capacity.
- Increase mental health and counseling service capacity for newcomer families.
- Identify staff in public child welfare agencies to serve as a contact for refugee-serving agencies.
- Increase culturally and linguistically appropriate resources.
- Build appropriate support networks for refugee families in the event they enter the public child welfare system.

In each city, dialogue related to the outcomes is ongoing. In St. Louis, child welfare representatives are attending regularly scheduled meetings of a refugee and immigrant consortium. In Atlanta, the public child welfare agency has arranged to send new staff members to a refugee-serving agency as part of their orientation.

Participants at the training agreed that bringing a wide range of providers together in one room increases the possibilities for service coordination, yet trainings of this nature are uncommon. BRYCS provided the venue and was the catalyst for the cross-service training, but it was up to participants to guide the follow-up process. Consequently, it is critical that cross-service trainings be led by local agencies that will exist long after the training is over.

Trends in Community-Based Services for Child Protection

Throughout the United States, public child welfare agencies are beginning to explore neighborhood-based programming. Such programming has two goals: (1) to make services more accessible to families they serve and (2) to draw on a community’s service knowledge to help tailor services to meet the needs of families. Such goals demonstrate the



predominant view that service providers, communities, individuals, and families all have a part in strengthening families. A growing dialogue is taking place between public child welfare agencies and their communities about how to meet the needs of the families they serve. In the past decade, public child welfare systems throughout the United States have increasingly adopted models that are culture specific and linguistically appropriate, with an emphasis on Spanish-speaking populations. Now is an important time to strengthen the dialogue about the specific needs of refugee families.

No law governs child welfare services specifically to refugees, except for Executive Order 13166 regarding services to Limited English Proficiency (LEP) clients. Cross-service training is one way to foster crucial dialogue between public child welfare agencies and refugee-serving agencies and to draw on other community-based assets. This guide is a first step in creating a more integrated and informed service delivery system in your area.

II. Starting Your Process

1. Identify the Lead Agency

The most important step in starting your process is to identify the lead agency. The role of the lead agency is twofold:

1. To generate interest and support for local agencies to get involved in the training process
2. Once (1) is achieved, to guide the entire process of planning and implementing the training.

The lead agency is the cornerstone for all activity related to the training. The training will require staff time and commitment to carry out; it therefore requires an agency dedicated to seeing the process through. Candidates for lead agencies could include the state refugee coordinator's office; the state or county public child welfare office; a large, community-based ethnic organization; a local resettlement agency; or a neighborhood-based family and children's services agency. It is not a good idea to identify more than one lead agency because doing so could result in a lack of clarity in roles.

The lead agency should be prepared to allocate significant staff time as well as cover limited expenses related to the planning process, such as telephone, fax, postage, photocopying, and office supplies.

2. Define Your Service Constellation

As you prepare for your cross-service training, it is important to understand which agencies are part of your service constellation working with refugee families. The diagram on the next page will help you map how different agencies connect to each other. Note that the diagram is a tool to help you create your own service constellation; what you create may look different from the sample.

Begin creating your constellation by developing a list of local agencies that fall into the following four categories (see the sample service constellation for definitions of each category):

1. Resettlement agencies
2. Mutual assistance associations/ethnic-based organizations/refugee-serving agencies
3. Public child welfare agencies
4. Mainstream organizations

Once you have developed a list, place each organization in its appropriate category. Use Worksheet 1 (pages 6–10) to assist with this task.

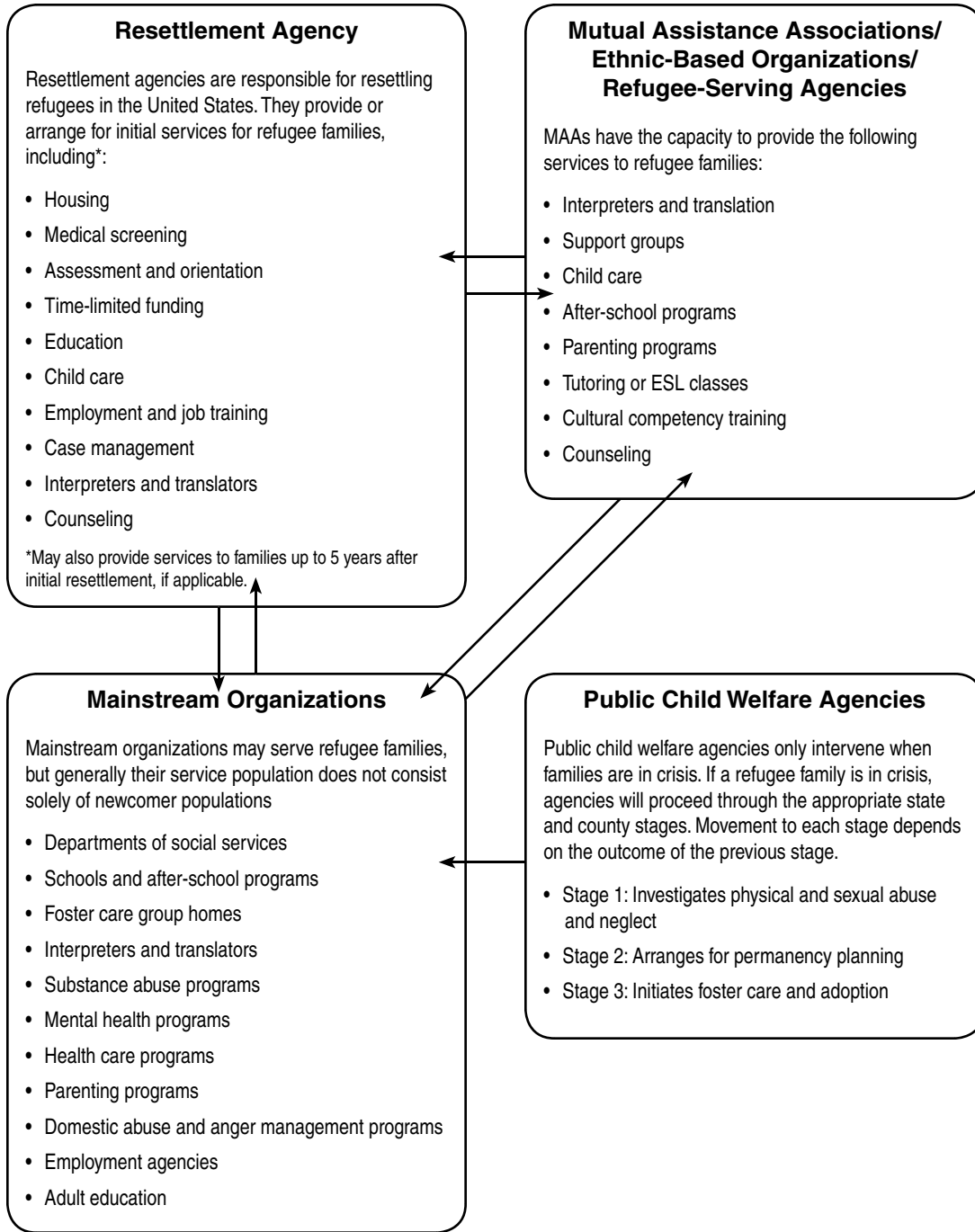
The final step is to think about how the agencies interact with each other. If certain agencies work together or make referrals to other agencies, draw an arrow to connect them, as shown in the sample service constellation.

3. Develop Your Task Force

Once you have identified your essential partners using Worksheet 1, you can proceed to the next step of asking agencies to participate in the cross-service training task force.

The main role of the task force is to provide ideas, suggestions, and assistance in developing and implementing the cross-service training. A strong task force is one that has representation from an array of service providers and that focuses on ensuring that refugee families receive appropriate support. Bringing together service agencies to discuss how to

Sample Service Constellation for Refugee Families



Worksheet 1: Identify Essential Partners

This worksheet is provided to assist in brainstorming the partners who must be included in your cross-service training. Participants need to be vested in achieving the outcomes defined through the training.

Using the sample service constellation as a guide, identify key agencies that provide services (whether infrequently or frequently) to refugee families. It is important to identify the individuals in the agencies who both oversee programming and provide direct services. Fill in as much information as possible; taking the time to fill out this information will help avoid time spent on information collection later in the process.

1. Resettlement Agency

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

2. Resettlement Agency

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Ethnic-Based Organization

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

2. Ethnic-Based Organization

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

**1. Local Public Child Welfare Agency
Child Protection/Intake Unit**

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

**2. Local Public Child Welfare Agency
Permanency Planning Unit**

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____



Worksheet 1 *continued...*

3. Local Public Child Welfare Agency Foster Care/Adoption Unit

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

2. Elementary School

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. High School

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Local Department of Social Services Eligibility Unit

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Middle School

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

2. High School

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Elementary School

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

2. Middle School

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Community College

Name _____

Dean _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

Worksheet 1 *continued...*

1. Child Care Center

Name _____
 Director _____
 Key Staff _____
 • _____
 • _____
 • _____
 Telephone _____
 Fax _____
 E-mail _____
 Mailing Address _____

2. Child Care Center

Name _____
 Director _____
 Key Staff _____
 • _____
 • _____
 • _____
 Telephone _____
 Fax _____
 E-mail _____
 Mailing Address _____

1. Health Clinic/Health Care Program

Name _____
 Director _____
 Key Staff _____
 • _____
 • _____
 • _____
 Telephone _____
 Fax _____
 E-mail _____
 Mailing Address _____

2. Health Clinic/Health Care Program

Name _____
 Director _____
 Key Staff _____
 • _____
 • _____
 • _____
 Telephone _____
 Fax _____
 E-mail _____
 Mailing Address _____

1. Employment Agency/Career Counseling

Name _____
 Director _____
 Key Staff _____
 • _____
 • _____
 • _____
 Telephone _____
 Fax _____
 E-mail _____
 Mailing Address _____

2. Employment Agency/Career Counseling

Name _____
 Director _____
 Key Staff _____
 • _____
 • _____
 • _____
 Telephone _____
 Fax _____
 E-mail _____
 Mailing Address _____

1. After-School/Youth Program

Name _____
 Director _____
 Key Staff _____
 • _____
 • _____
 • _____
 Telephone _____
 Fax _____
 E-mail _____
 Mailing Address _____

2. After-School/Youth Program

Name _____
 Director _____
 Key Staff _____
 • _____
 • _____
 • _____
 Telephone _____
 Fax _____
 E-mail _____
 Mailing Address _____

3. After-School/Youth Program

Name _____
 Director _____
 Key Staff _____
 • _____
 • _____
 • _____
 Telephone _____
 Fax _____
 E-mail _____
 Mailing Address _____



1. ESL/Adult Education Program

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

2. ESL/Adult Education Program

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Parent Support/Leadership Program

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

2. Parent Support/Leadership Program

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Interpreter/Translation Services

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

2. Interpreter/Translation Services

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Mental Health/Counselling Program

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Domestic Violence Program

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

1. Housing/Home Ownership Program

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

▶ **Worksheet 1 *continued...***

Type of Agency _____

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

Type of Agency _____

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

Type of Agency _____

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

Type of Agency _____

Name _____

Director _____

Key Staff _____

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• _____

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Telephone _____

Fax _____

E-mail _____

Mailing Address _____

Type of Agency _____

Name _____

Director _____

Key Staff _____

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• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

Type of Agency _____

Name _____

Director _____

Key Staff _____

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Telephone _____

Fax _____

E-mail _____

Mailing Address _____

Type of Agency _____

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

Type of Agency _____

Name _____

Director _____

Key Staff _____

• _____

• _____

• _____

Telephone _____

Fax _____

E-mail _____

Mailing Address _____

coordinate, collaborate, and share resources to strengthen services for refugee families is the most direct way to positively affect refugee families; it is why the training is being implemented in your service area.

A task force is fundamental to the successful implementation of your cross-service training. Working with representatives of a cross-section of service systems will provide you with a more complete portrait of service and staff training needs, thereby helping you to more accurately shape your training concept. Task force members' perspectives will help you identify concrete strengths and challenges in your service community. Although meeting regularly with the task force does require a significant amount of "in-kind" participation by its members, a significant amount of relationship building and information sharing will have already occurred among task force members by the date of the cross-service training, paving the way for the training's success. This communication will continue after the training.

Contact the organizations listed in Worksheet 1 by sending them an outreach letter that encourages their participation. It is not necessary that the director represent the agency, but it is important that the director receives the initial outreach letter and chooses an appropriate representative for the agency. If agency directors have not "bought into" the cross-service training process, it is likely that the agency itself will have difficulty coordinating effectively with other service providers, even if staff are supportive of the concept.

In your outreach letter, it is key to communicate the importance of the training and of task force participation as well as to list your expectations of task force members. The letter should state that by agreeing to participate in the task force, the agency is interested in strengthening collaborative efforts in the service community for refugee families and is committing to the following responsibilities:

- The agency can commit one staff member (or rotating staff members) to attend meetings twice each month for 4 to 6 months.
- The agency can host the meeting at least twice.
- The agency will participate in the cross-service training.
- The agency will be active in providing ideas and suggestions and may assist with some of the training implementation activities.
- The agency representative will consistently provide task force updates to his or her agency colleagues.

The letter should include any other requirements for participation specific to your service area.

4. Define Roles: The Initial Task Force Meeting

The initial task force meeting is critical because it lays the groundwork for how the task force members will work together in the next 4 to 6 months. It is also a time during which members can talk about their expectations for the cross-service training. It may become apparent during the meeting that some agencies have different expectations; the initial task force meeting offers an opportunity to discuss what is practical and possible. It is vitally important to achieve the following outcomes by the end of the initial meeting:

- Members understand the purpose of the training.
- Members are clear on their individual role in the task force.
- Members are familiar enough with the purpose of the training and the planning process to articulate it to others.
- Members are familiar with other task force members and their respective agencies.

Use Worksheet 2, pages 13 and 14, to help define participants' roles.

5. Define Your Cross-Service Training Focus

In the second meeting of your task force, the group should identify and agree on the focus of the cross-service training. This decision will affect all aspects of planning, so it is important for members to have clarity of purpose. Given the many services provided by agencies, as well as the many types of staff positions they involve, potential participants

Sample Goal

To bring together a wide range of service providers that work with refugee families, with a particular emphasis on collaboration between public child welfare agencies, refugee-serving agencies, and refugee community associations.

will have a variety of expectations for what a cross-service training should entail. It is therefore extremely important to clearly communicate the focus of your training to them. Participants in the St. Louis and Atlanta BRYCS cross-service trainings identified two types of desirable training approaches (see boxes); those ideas may guide you in structuring your training.

You might want to explore other approaches to your training in order to provide in-depth training in a particular area. Given the wide range of service providers represented at a typical cross-service training, however, it is recommended that you include a general session that provides information on agency structures and background on refugee families.

Training Format 1: General Training

Morning Session (all participants)
Presentations on structure of child welfare and refugee-serving agencies and the challenges they face in serving newcomer populations

Afternoon Session (all participants)
Exercises to foster collaborative discussion and strategizing

Training Format 2: Specific Skill-Building Training

Morning Session (all participants)
Presentations on structure of child welfare and refugee-serving agencies and the challenges they face in serving newcomer populations

Afternoon Session (breakout sessions)
Foster care: training, recruitment, and licensing
Child rearing, child abuse, intake, and investigations
Mental health: trauma, assessment, and service needs
Collaboration and resource sharing (similar to the afternoon session in a general training format—see above)

Worksheet 2: Task Force Roles

Each task force member can contribute in different ways to the group's productivity. It is necessary to clearly define each member's role and to acknowledge the differences in the kinds of roles that each member will have. Listed below are the basic responsibilities that must be assigned in order to successfully implement your cross-service training. This worksheet can be used as a basis for discussion in your first meeting; the roles should be clarified by the end of the second meeting.

A. Roles of Members

Each task force participant should have one of the following key roles:

1. **Coordination of Training:** Lead agency—oversees the entire process and training budget

Name _____

Agency _____

2. **Outreach:** Centralizes information on agencies and individuals and disseminates registration materials

Name _____

Agency _____

3. **Task Force Meeting Facilitation:** Hosts and facilitates task force meetings (This task can rotate among members.)

Name _____

Name _____

Agency _____

Agency _____

Tentative Meeting Date _____

Tentative Meeting Date _____

Name _____

Name _____

Agency _____

Agency _____

Tentative Meeting Date _____

Tentative Meeting Date _____

4. **Resource Manual:** Collects information from participating agencies and develops a resource manual with information on all participating service providers

Name _____

Agency _____

▶ **Worksheet 2 continued...**

5. **Registration Information:** Develops the registration materials for training

Name _____

Agency _____

6. **Resource Table:** Centralizes resources supplied by participating agencies and organizes the resource table for the cross-service training

Name _____

Agency _____

7. **Training Facility Arrangements:** Arranges for meeting space, parking, audiovisual equipment, and refreshments

Name _____

Agency _____

8. **Registration:** Point of contact for participants to send their registration forms; confirms registrations with participants and organizes registration table at the training

Name _____

Agency _____

9. **E-mail List Administrator:** Facilitates e-mail communications and provides weekly e-mail bulletin to task force (see below)

Name _____

Agency _____

10. **Training Facilitator** (He or she must be skilled in facilitating. It may be desirable to hire a trained facilitator.):

Name _____

Agency _____

B. Establish a Mechanism for Task Force Communication

Task force members need to stay in constant communication with each other; it is therefore important to establish an e-mail list. The list should be managed by a member of the task force. It is generally best to consolidate inquiries into one weekly message so that list members are not inundated with e-mail messages. Numerous free e-mail lists, such as yahoogroups.com, are available.

6. Estimate Your Timeline and Budget

Generally it will take about 4 months of planning to carry out the training. More time will go into the first and last planning stage. Worksheet 3 (below) and Worksheet 4 (page 16) will help you define your training timeline and calculate your budget

Worksheet 3: Create a Timeline

Month One

- _____ Establish task force.
- _____ Define task force roles and responsibilities.
- _____ Set training agenda.
- _____ Other _____
- _____ Other _____

Month Two

- _____ Begin development of resource manual.
- _____ Confirm facility and arrangements.
- _____ Identify and recruit speakers for training.
- _____ Finalize list of agencies who will receive registration materials.
- _____ Other _____
- _____ Other _____

Month Three

- _____ Send out registration letters.
- _____ Identify address for agencies to mail information for resource manual.
- _____ Synthesize all information for resource manual.
- _____ Other _____
- _____ Other _____

Month Four

- _____ Copy and bind resource manual.
- _____ Copy training agenda.
- _____ Purchase binders.
- _____ Compile final registration list.
- _____ Collect presentation outlines from all speakers.
- _____ Other _____
- _____ Other _____

Worksheet 4: Create a Budget

Begin to estimate your budget as soon as you begin your planning. Doing so will give you a sense of the additional funds needed to carry out the training. If you have a broad range of agencies on the task force, it is more likely that you will be able to receive donations or in-kind support. Use the grid below to help identify your expenses and funding sources.

| Pre-Training | | | |
|--|--------|-----------------------|------|
| | | Funding Source/Amount | |
| Expense | Amount | In-Kind | Cash |
| Meeting supplies | | | |
| Meeting space | | | |
| Meeting refreshments | | | |
| Conference calls | | | |
| Photocopying and binding of resource manual | | | |
| Printing of training registration form (if not electronic) | | | |
| Postage | | | |
| Other | | | |
| Other | | | |
| Other | | | |
| Day of Training | | | |
| | | Funding Source/Amount | |
| Expense | Amount | In-Kind | Cash |
| Facility rental | | | |
| Refreshments | | | |
| Audiovisual equipment | | | |
| Photography/video | | | |
| Training supplies | | | |
| Registration supplies | | | |
| Handouts/copies | | | |
| Binders for each participant | | | |
| Other | | | |
| Other | | | |
| Other | | | |



III. Establishing Your Training Agenda

Once you have defined your training focus, timeline, and budget, you are ready to determine your training agenda. When you have solidified your agenda, other tasks will follow naturally.

It is vital to have all members of the task force in agreement about the agenda. Some agencies may want to emphasize one area over another. Skillfully negotiating such issues may be time consuming, so be sure to build in sufficient time for planning and discussion.

On the following page is a sample agenda drawn from one of the BRYCS cross-service trainings. Use it to help determine your own training agenda. Note that stating the goal on the agenda can help ensure that all training participants understand the purpose of the training. In addition, the goal should be clearly stated on materials distributed in advance of the meeting so that attendees do not arrive with unrealistic expectations for the training.

Sample Training Agenda (General Training)

The goal of the cross-service training is to provide an opportunity for participants to share information about their agency's operating structures and objectives, promote resource sharing, and increase collaboration and communication to effectively meet the needs of refugee families.

8:45–9:15 Opening Remarks

- State refugee coordinator
- Child welfare director
- BRYCS program coordinator

9:15–9:30 Becoming a Refugee

- United Nations High Commissioner for Refugees (UNHCR): "To Be a Refugee" (provides background information on the process through which refugees enter the United States)

9:30–10:00 Refugee Populations in Your City: Who, What, Where, Why, and How Are They Doing?

- Presenters will provide information about local refugees and discuss the role of resettlement agencies. They also will discuss some of the challenges refugee families face and how service providers are addressing them.

10:00–10:15 BREAK (refreshments provided)

10:15–11:30 Child Welfare: How Does It Work?

- Presenters will take the audience through the process a family undergoes when it enters the child welfare system. They will describe public child welfare's accountability and responsibility structures as well as service challenges.
 - > Introductions
 - > Intake and investigations
 - > CPS ongoing
 - > Foster care
 - > Resource development
 - > Adoptions

11:30–2:30 Services for Refugees: What's Available?

- A representative from the state refugee coordinator's office will speak on the continuum of services available for refugee populations.
- How mutual assistance associations work
- Information on the Unaccompanied Refugee Minor program, Special Immigrant Juvenile Status, and guardianship

12:30–1:30 Lunch (on your own)

1:30–2:15 Case Scenarios and Service Identification (interactive session)

- Participants will be divided into groups with equal representation from refugee service providers and public child welfare workers. Each group will brainstorm methods to handle particular scenarios. Through this activity, participants will learn more about resources and services and talk about additional ways to serve a family more effectively. Each group will summarize its discussion for the large group.

2:15–3:00 Resource Mapping

- Using the services and resources identified through the case scenario exercise, participants will help create a resource map to identify services collectively, understand who is providing them, and become more familiar with service capacity strengths and challenges.

3:00–3:15 BREAK (refreshments provided)

3:15–4:00 Next Steps

- This session will recap the day's events and summarize what participants have learned.



Case Study Exercises

Beginning on page 20 are three case studies used in BRYCS’s cross-service trainings. The scenarios involve home-country and transit experiences of refugee families as well as their experiences here in the United States. Case studies are especially useful for helping participants understand some of the particular adjustment challenges of refugee families.

Divide the participants into small groups; a maximum of five participants should be in each group, and each group should have representation from public child welfare agencies, refugee-serving agencies, and refugee community associations. Preface the exercise by explaining that no one in any small group is the “expert” and that each participant has something to contribute, whether through his or her viewpoint or through knowledge of a resource that might help the family.

The goal of the exercise is to promote dialogue among participants; identify potential solutions; and generate a list of programs, resources, and agencies for the participants to contribute to the resource-mapping exercise.

Case Study 1

Susan and Deng are refugees from Southern Sudan, of the Dinka tribe; they are 18 and 25 years old, respectively. They married young—4 years ago—as is customary in the area of Sudan from which they came. Susan saw her father killed during an attack on her village when she was 8, and her mother died soon after from disease. At age 10, Susan was taken in by an uncle who was fleeing local fighting to go to a refugee camp in Kenya. Susan's uncle arranged her marriage to Deng while they were living in the refugee camp. While in the camp, Susan was unable to attend school because she had to take care of all the household chores for herself, Deng, their baby, and her uncle's family.

After years of waiting and going through countless interviews with UNHCR officials, Susan and Deng were finally resettled in Atlanta. Having received 3 months of case management services from their resettlement agency, they are on their own. As in Kenya, Deng leaves the household chores to Susan. While Susan tries to figure out how to cook on a stove, rather than over an open fire, their toddler plays outside alone. Seeing the child alone outside and without warm clothes, a neighbor calls Child Protective Services to report suspected neglect.

Reflection Questions to Guide Discussion

- What do you think this family may need in order to more successfully live in Atlanta?
- What would you want to know to begin to understand this family better? How would you get the information?
- What resources in this room might help this family? What resources would you seek that may not be in this room?
- Where would you begin helping this family? How would you connect this family with the needed resources?
- How would you know your plan was working?

Case Study 2

Karam is an 11-year-old boy from Kabul, Afghanistan. In Kabul, he worked as a carpet weaver from the age of eight with his mother, father, and sister. His parents found it difficult to provide the basic needs for the family, even when the children were working. During the bombing of Kabul, Karam lost all of his immediate family members. He fled with his uncle, Ahmad, to Pakistan and ended up in a refugee camp for more than a year before they were resettled in the United States.

Karam's first few weeks in school were difficult. He could not understand English, and the subjects were challenging. He never attended school in Afghanistan: His family could not afford school-related costs, and many children in his village did not attend school. He therefore never learned to read.

Karam asked his uncle if he could stay at home and try to study English by the TV and then go back to school when he knew more. His uncle thought this was a good idea, especially because he was always worried about Karam's safety going back and forth to school. This way, he would know where Karam was at all times.

Ahmad was working two shifts at the local textile factory and was only home from late evening until early morning. He was trying to make enough money that some of his sisters and cousins could join him and provide more of family environment for Karam.

Karam was not sleeping well and got distracted easily, and Ahmad was not sure how to help him.

One of the neighbors in the apartment complex noticed Karam at home during school hours and saw him running errands back and forth to the local store. It seemed to the neighbor that Karam needed more adult supervision, particularly because the neighborhood was not safe in the evenings. He called the police to report neglect. The police came to investigate and found Karam by himself.

Reflection Questions to Guide Discussion

- How could this situation have been prevented?
- What do you think are some changes that need to be made to the family situation? Why?
- How would you find out the whole story about Karam and Ahmad?
- What local resources could you use to assist Karam and his uncle?
- In your opinion, what are the best interests of the child?

Case Study 3

Selma, an 8-year-old girl from Kosovo, came to the United States with her mother. Her father was killed during the war, as were many of the men in her village. On the night of her father's death, Selma was awakened in the middle of the night by her mother and told to go quickly to her cousin's house in the next village. Several days later, her mother joined her, with visible bruises on her face, and Selma was told her father was dead. Nothing more was discussed about that night.

In the United States, Selma adapted to her new school and learned English quickly. She often interpreted for her mother and sometimes missed school as a result. Her mother, Ilina, experienced great difficulty finding steady employment and grew increasingly isolated. She had a few acquaintances at the factory, but the work there was never steady. Local English classes were not offered in the evening, and the only class on Saturday did not offer child care. Ilina grew more and more aware of how dependent she had become on her daughter.

One evening, Selma went over to a friend's house and stayed much later than usual. She returned home to her mother, who was extremely worried about her daughter's safety and in anger smacked Selma several times in the face and back. The next day at school, Selma's teacher noticed the marks; when asked what happened, Selma said that her mother was upset and hit her. The teacher called Child Protective Services, and an investigation was initiated.

Reflection Questions to Guide Discussion

- What are the family's areas of need? How would you find out more about the family?
- What would have made the transition for Selma and Ilina easier and prevented some of the problems that culminated in Ilina striking Selma?
- What resources would you draw on to assist this family? What would help you as a service provider?
- What additional resources are needed?
- What services or resources could have helped prevent the situation from getting to this point?

Resource-Mapping Exercise

The goal of this exercise is to bring together the resources, services, and agencies identified through the case study exercises and present them in a single grid. In preparation for this activity, give copies of the service constellation you created earlier (see Worksheet 1) to all participants so that they have an overview of all the agencies and how they may or may not be coordinating with each other. Post the names of all the agencies in your constellation across a large, unbroken wall space. Next, list the programs and resources identified by participants in the case study exercises underneath the agencies that provide those services; it is helpful to write each program or resource on a separate sheet of paper. If several agencies offer the same program or resource, be sure to list that program or resource under each agency. If no agency has a particular type of program or resource, place it in an “Other” category.

As the exercise progresses, you will begin to see what specific resources are available for refugee families and where service gaps might exist. Ideas and questions will begin to surface from participants as they begin to see where connections might be made between agencies for sharing resources.

Create an additional heading called “What’s Needed” and list the desired resources underneath.

Helpful Hints

- Be sure that plain, unbroken wall space is available in the training room; hang a large version of the service constellation so that everyone can see it.
- As participants brainstorm and generate new ideas, add the new resources to the wall. Write the names of the new programs and resources on 8.5” x 11” paper so that you can easily arrange and rearrange them underneath the appropriate agency.
- Engage as many participants as possible in creating the resource map.
- Use different colors to make the map easier to read. For example, you might want to write resources in the category of education in green or use green paper. Child care resources could be in red. (Note: You should establish your color-coding system in advance of the training.)

Next Steps

At this point in your training, participants have worked together on the case studies and created a resource map that visually identifies service strengths and gaps in services for refugee families. Participants are now beginning to think of possibilities for collaboration and resource sharing. This point in your training is critical: It is the time to move participants forward into thinking about the next steps in strengthening services for refugee families.

Using the resource map as your backdrop, begin to tease out from participants what they think is possible, given the strengths and gaps evident in the map. It is vital to have the participants both identify the next steps and, to the extent possible, reach consensus on those steps .

It is important to write down all the suggestions at first and then keep attuned to which suggestions are receiving more support over others. By the end of this exercise, you should have at least five “next steps” identified. If possible, identify who or what agency will be responsible for each next step—if no one is identified as responsible for implementing that step, it is not likely to be accomplished. (Refer to the outcomes listed on page 2 as examples.)

Evaluation

Evaluations will help the task force understand the participants’ actual experience of the training. Evaluations also will help the task force understand what was successful about the training and what to improve upon in future trainings.

Your form should be easy to fill out and not take much time from the participants; by the end of the training, they are ready to leave. Refer to the following sample evaluation for ideas to use in your own evaluation.

Sample Evaluation

1. What kind of organization do you work for?

MAA (Mutual Aid/Assistance Association)

Child welfare (Please check one below, too.)

Resettlement agency

Child abuse and neglect unit

Refugee services provider

Ongoing services

Community-based organization

Foster care

Other _____

Adoption

Other _____

Other _____

2. Was this training helpful? What specific information was helpful? _____

3. How will you apply this training to your work? _____

4. Additional suggestions and recommendations: _____

5. What other information would you like to have included in the training?

Video resources

Information on BRYCS

Information on specific topics
(please list):

Information on specific cultures

List of local agencies and cultural
groups

Examples/personal stories

Information on legal issues
in working with refugee and
immigrant populations

6. How effective was the training for fostering collaboration and partnerships across agencies?

1

2

3

4

5

Not effective

Effective

Very effective

IV. Preparing Materials

Resource Manual

A resource manual can provide uniform information about each agency participating in the cross-service training and establish a central repository of information about agencies that work with refugee families. Preparation of a manual requires a great deal of time, however, not only for the task force member who is overseeing its production but also for the agencies submitting information.

Ideally, the form should be available on the Internet to enable agencies to submit their information into a central database. However, agencies in the BRYCS cross-service trainings found it difficult to condense the descriptions of their agencies using a standardized form. Also, agencies may have different computer systems; as a result, information may lose formatting or otherwise change when being transferred electronically. Think carefully about the best way to collect information from participants, given the technological and time constraints facing the task force.

If at all possible, one of the task force agencies should take ownership of compiling the information. Ideally, that agency would have the resources to use the Internet as a tool to facilitate the collection of the agency program descriptions.

The sample program description template on the next page can help you decide what information to collect. Note that the instructions for completing the form will be different if participants are submitting the information on a Web-based form.

Program Binders

The idea behind creating program binders is to keep information connected to the training in a central place after the training is over. Each participant leaves the training with not only a resource manual but also a program binder with additional information and resources.

A variety of information is suitable for inclusion in the binders. For example, agencies may want to provide additional information about their program that does not fit in the standardized program description, such as color brochures or information the agency has compiled on a specific topic of interest to participants.

Each agency submitting information for the binders should three-hole punch the materials to make assembling the binders easier. The task force member coordinating the program binders should send a sample of the spacing on the three-hole punch to all registering agencies. (Not all three hole punches have the exact same spacing!)

Sample Program Description Template

This template is to be used to collect information for a resource manual to be distributed to participants in the *[insert name of training]* cross-service training. Audiences for the manual include other service providers, such as public child welfare agencies, who can learn about who you are, what you do, and what resources you have. Please send completed forms via e-mail to *[insert e-mail address of contact person]* with "Program Description" in the subject line.

Agency/program name:

Date agency/program began:

Sponsoring organization or agency name, if different from above:

Address:

Contact (provide title only, not name—e.g., "Youth Outreach Coordinator"):

Telephone: _____ Fax: _____

E-mail: _____ Web site: _____

Type of organization (e.g., resettlement agency, community-based agency):

Number of staff, their titles, and their contact information (e.g., "7 staff total/1 executive director, 4 program coordinators, and 2 support staff. Contact at address and phone above.):

Program goals/objectives/purpose (e.g., mission statement):

Program description, including program structure, format, content, strengths, evaluation process, and follow-up procedures (e.g., "8 weekly 1-hour classes at the YMCA covering a different topic each week. Topics include substance abuse and gangs. Role plays and handouts supplement class discussions and videos. Translators are provided. Students submit evaluations at the end of class 8.):

Resources (e.g., program materials, such as curriculum guides or videos; please provide publication source information):

Groups served, including demographic information such as age and ethnicity (e.g., "parents and children ages 6–12; includes Sudanese, Afghan, and Hmong refugees"):

Agencies/programs with which you are collaborating or partnering:

Any formal training your agency/program provides that is not internal training:

Geographic area served:

Funding (e.g., matching federal dollars and in-kind contributions):

Languages spoken by staff:

Any additional information you want to include:

V. Following Up

Reporting Back

Once the training is completed, it is important to report back to all participants with a summary of the training. This follow up will help continue the dialogue started by the training and will serve as a reminder to participants about the outcomes decided upon in the training. It is a good idea to have a post-training meeting with the task force to discuss the process and the outcomes. An important goal of the meeting is to develop a list of key points to include in the training summary. Your task force is an established committee; it is also important to discuss how the task force will continue and what additional members should join it, if any.

BRYCS created a full report of the Atlanta and St. Louis trainings as well as a newsletter to help synthesize the day's training. The report and newsletter were distributed to each participating agency. The expectation was that such information would help spur additional activity related to collaboration and resource sharing among agencies. It is important to include in your report a synopsis of the evaluation forms as well as some quotes from those who participated in the training.

Evaluation


How do you know your training had an impact? One way to find out is to follow up with those who participated in the training 6 months later. Consider asking the following general questions:

1. Has there been any change in your service coordination regarding refugee families resulting from the cross-service training?
 - 1b. If so, what are the changes?
2. Have you continued with any new service relationships established at the cross-service training?
 - 2b. If so, with what agencies or service provider(s)?
3. Have any resources that you learned about at the cross-service training proved to be useful? If so, please elaborate.
4. Would you be interested in attending a similar training in the future?
5. How has your own agency's service provision benefited from the cross-service training?

Closing

Implementing a cross-service training requires time and strategic planning. BRYCS is available to provide some additional consultation in the form of answering your questions or concerns as you implement your own training. Simply send your inquiry to TA@brycs.org and we will provide recommendations, suggestions, or additional information. For general resources on refugee youth and child well-being, you can go to the BRYCS Web site at www.brycs.org and access our online clearinghouse. We are very interested in hearing from you about your cross-service training process and any comments you have regarding this guide.

The process of developing a cross-service training creates a natural network of service providers committed to improving service capacity to refugee and newcomer families. Cross-service training is not just a one-day training; cross-educating occurs continually over the 4-month planning phase and afterwards. Throughout your planning process, relationship building, collaborating, resource sharing, and information exchanging take place. This guide was developed



to give you a head start by reducing the time required to identify your tasks and timelines. As a result, your planning task force and agency representatives will have additional time to work on one of the important goals of cross-service training: strengthening your service delivery networks. It is through strong service delivery systems that collaborate and share resources that refugee and newcomer families will receive effective and appropriate services.

VI. Resources

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