FULFILLING THE PROMISE

A conference for parent educators, home visitors & their partners

Radisson Paper Valley Hotel, Appleton, WI
Invitation to attend

At *Fulfilling the Promise* you’ll hear from parent education and home visitation professionals, peers with innovative programs, and experts in related sectors.

You will learn more about the things that matter most in your work with parents and families.

Gain up-to-date information and great resources from our conference exhibitors.

Connect with colleagues from across Wisconsin!

### Topic Areas

- Infant Massage
- Early Intervention for young children with behavioral issues living in poverty
- Childhood Father Involvement
- Drumming Workshops for Children
- Parent Child Interactive Therapy
- Engaging Families in the Early Identification of Autism Spectrum Disorders
- Boundaries and Ethics: How to Engage Families without Crossing the Line
- Vision Development and a Child’s Success

### Sponsored by

- Wisconsin Alliance for Infant Mental Health (IMH)
- Department of Children and Families
- Milwaukee Child Welfare Partnership
- Supporting Families Together Association
- Children’s Hospital of Wisconsin

Questions?
Call MCWP
414-964-5054 or e-mail
ftpconference@uwm.edu
# Conference Schedule

## Tuesday, February 23 Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 – 8:30 am</td>
<td>Registration/Breakfast</td>
</tr>
<tr>
<td>8:45 am</td>
<td>Begin Sessions:</td>
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<tr>
<td></td>
<td>- Ages and Stages Questionnaire - 3/ Ages and Stages Questionnaire</td>
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<tr>
<td></td>
<td>- Social Emotional - 2</td>
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<td></td>
<td>- Family Engagement: Partnering with Families for Children's Success</td>
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<tr>
<td></td>
<td>- Perinatal Depression Algorithm: A Home Visitor step-by-step guide</td>
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<td>for advanced management of perinatal depressive symptoms</td>
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<td></td>
<td>- Home Visiting Reflective Practice Project Retreat</td>
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<td>- The Adverse Childhood Experiences Framework Translated into</td>
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<td>Direct Services</td>
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<td>- Positive Solutions for Families</td>
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<tr>
<td>9:00 am</td>
<td>Welcome and Introductions</td>
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<tr>
<td>Noon - 1:00 pm</td>
<td>Break for Lunch</td>
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<tr>
<td>1:00 pm</td>
<td>Resume Sessions</td>
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<tr>
<td>3:15 pm</td>
<td>Closing</td>
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<tr>
<td>4:00 pm</td>
<td>Conclusion of Day 1</td>
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## Wednesday, February 24 Schedule

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<tr>
<td>8:00 – 8:55 am</td>
<td>Registration</td>
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<td>8:30 – 9:00 am</td>
<td>Breakfast</td>
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<tr>
<td>9:00 am</td>
<td>Welcome – by Wisconsin Team</td>
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<td>9:15 – 10:15 am</td>
<td>Keynote Message – From Try to Triumph – Accelerating Family Engagement</td>
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<td>10:45 – 11:30 am</td>
<td>Interactive Activity</td>
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<td>11:30 – 12:30 pm</td>
<td>The Power of Communication</td>
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<td>12:30 – 1:30 pm</td>
<td>Lunch</td>
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<td>1:30 – 3:30 pm</td>
<td>Workshops</td>
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<td>3:30 pm</td>
<td>Large Group Discussion</td>
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<td>4:00 pm</td>
<td>Conclusion of Day 2</td>
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<td>Time</td>
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<td>8:00 – 8:55 am</td>
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<td>Lunch</td>
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<td>Awards/Recognition</td>
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<td>Break</td>
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<td>Session 3</td>
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<td>Conclusion of Conference</td>
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We would like to thank our Sponsors!

Infant Massage USA

Milwaukee County Health Department

Integrated Development Strategies

BIA Early Intervention, Oneuida Tribe of Indians

Cindy Schick

Marquette University

Children’s Health Alliance of Wisconsin
Day 1 Institute

Ages and Stages Questionnaire – 3 / Ages and Stages Questionnaire Social Emotional - 2

This workshop will focus on the benefits of childhood developmental screening, the features of the ASQ-3 and ASQ:SE-2, how to score the tools, prepare results for parents, and sharing screening results with parents. We will focus on the ASQ-3 in the a.m. and the ASQ:SE-2 in the p.m. This Institute is designed for home visitors in programs where long-term relationships are established with families. Service providers from early intervention, family support and public health sectors are also welcome!

Cynthia Muhar has worked as an educator/trainer of diverse groups, for over 20 years. She has worked in both urban and suburban communities teaching human sexuality, parenting, communication skills, leadership development, team-building, professional development for family support workers, and currently, childhood developmental screening and poverty issues. Her present programming foci includes the Ages and Stages Questionnaire and Ages and Stages Questionnaire: Social Emotional parent-administered child developmental screening tools and Poverty Awareness for Community Engagement (PACE). Cynthia is an educator for the Milwaukee Child Welfare Partnership through UW Milwaukee. She has a bachelor’s degree in Communication and a Master Degree in Education, Curriculum and Instruction.

Family Engagement: Partnering with Families for Children’s Success

This institute will explore best practices in family engagement, explore challenges and barriers to connecting with families and look at concrete strategies to improve your ability to develop relationships with families and increase their engagement.

Connie Dunlap, Supporting Families Together Association, is the Family Engagement Specialist and a Master Trainer. In her role, she is the Project Manager for the statewide Parent Café initiative as well as provides Family Engagement support to agencies in the Early Childhood field (Family Resource Centers and Child Care Resource & Referral agencies). Connie has over 10 years of experience as a home visitor and has also supervised home visiting programs for several years and brings a wealth of knowledge to this important work.
Mary Sue Voights, Child Care Resource & Referral, Inc. is a YoungStar Technical Consultant and Master Trainer. Mary Sue has experience as a lead teacher, family child care provider, child care certifier, trainer and consultant.

Romilia E. Schlueter, Supporting Families Together Association, is the Bilingual Quality Improvement Specialist and joined SFTA’s team in 2011. Romilia is a 20-year professional in the field of family support and early childhood in the Dane County area has worked primarily but not exclusively with low-income families and Latina/Latinos and other service providers and policy makers. Romilia is fully bilingual in English and Spanish and has translated many of the trainings required by YoungStar.


This session is designed to develop advanced skills for home visitors for working with mothers with depressive symptoms. Session participants should have a foundational knowledge of perinatal mental health issues and have experience administering the Edinburgh Postnatal Depression Scale (EPDS). The session uses a variety of adult learning strategies to engage participants understanding the clinical reasoning using the guide (algorithm), provide case examples and opportunities to engage in sensitive conversations regarding mental health concerns. Participants will learn how to assess maternal functioning, imminent risk and how to interface with emergency personnel when needed.

Jennifer Doering, PhD, RN is an Associate Professor at the University of Wisconsin-Milwaukee College of Nursing. Her work aims to promote health equity in vulnerable mothers and infants. Dr. Doering has collaborated with home visiting agencies and policy makers the past several years to provide perinatal depression training to home visitors. Her research also investigates postpartum mother and infant sleep environments. She teaches several courses in the undergraduate and graduate program.
Audrey Laszewski is an independent consultant and currently the Director for the Early Years Home Wisconsin. Ms. Laszewski concentrated her work in the field of Family Support and Parenting home visiting service provision, implementation of multi-site outcome measurement systems for home visiting programs and an advance practice algorithm for perinatal depression screening and management. Additionally, she is one of the co-authors of and a trainer for the Home Visiting Program Quality Rating Tool.

Christina L. Wichman, is an Associate Professor of Psychiatry and Obstetrics and Gynecology at the Medical College of Wisconsin. Clinically, she created and directs a co-located perinatal psychiatric service, embedded within the Department of Obstetrics and Gynecology, which serves the psychiatric needs of women who are currently pregnant or immediately postpartum. Dr. Wichman’s academic interests mainly surround women’s mental health issues, especially surrounding pregnancy and the post-partum period. She has published and lectured extensively, nationally and internationally, on these topics.

Home Visiting Reflective Practice Project Retreat

The Home Visiting Reflective Practice Project Retreat is open to Infant Mental Health/Reflective Consultants and Mentors who support Family Foundation Home Visiting sites. The retreat will focus on team building, project updates, shared learning and reflection, introduction of new resources and products and guided meditation/self-care.
In this workshop, we will review the adverse childhood experience (ACE) framework, discuss the prevalence of early adversities among various service populations, and explore the application of the ACE framework to home visiting and other related service systems. The majority of workshop time will be devoted to the last item, i.e., application, which represents the cutting edge of the ACE scholarship. Researchers and practitioners alike are addressing questions related to the translation of the ACE framework into meaningful practice strategies. Therefore, this workshop will consider ways in which ACE assessments are best administered and results best interpreted. In addition, the workshop will examine strategies for integrating assessment results into service planning. Finally, the workshop will expose participants to superordinate or overarching practice theories, such as motivational interviewing and trauma-informed care, both of which will inform our approach to integrating the ACE framework into practice strategies.

Dimitri Topitzes is an Associate Professor of Social Work in the Helen Bader School of Social Welfare, University of Wisconsin-Milwaukee (UWM). Prior to joining the faculty at UWM, Dimitri worked as a clinical social worker in the Milwaukee area for some years. Since joining UWM’s social work department in 2008, Dimitri has helped to design and evaluate programs intended to prevent childhood trauma or mitigate its effects. In his role as educator, Dimitri co-created and currently coordinates a Trauma-Informed Care Graduate Certificate Program at UWM and also currently teaches the trauma counseling core courses within the certificate program.

Josh Mersky is an Associate Professor of Social Work in the Helen Bader School of Social Welfare, University of Wisconsin-Milwaukee (UWM). Professor Mersky has conducted research primarily related to prevention and early intervention programs for vulnerable populations. He currently is the lead evaluator of two federally funded evaluations of home visiting programs in Wisconsin. Advancing knowledge of adverse childhood experiences among an economically disadvantaged families represents one of Professor Mersky’s primary scholarly contributions within the home visiting evaluation work and beyond. Professor Mersky’s ultimate goal in deepening our knowledge of ACEs as applied to vulnerable populations is to enhance program services.
In this workshop, participants will explore the content and role of facilitation in the Pyramid Model Parenting Module: Positive Solutions. This module is designed to be presented similar to a parenting class and is targeted at parents of little ones 2-5. There is a lot of great material that can be used in the group format or independently. Come learn to be a Positive Solutions for Families Facilitator.

Sandy Ellis has more than 18 years of experience in the field of prevention of child abuse and neglect at Children’s Service Society of WI (CSSW 1991-2009). Experience includes: intensive in-home parent educator, staff supervisor, Start Right Home Visitation program manager, Community Development (developed new Family Resource Centers in 10 communities and assisted local communities develop new prevention initiatives including community plans for developing and integrating Infant and Early Childhood Mental Health Initiatives into their systems of care) and a member of the executive leadership at CSSW as the Director of Prevention for 44 diverse prevention programs across the state.

Day 2 Keynote

Accelerating Strategies for Family Engagement – Eilieen Forlenza

Eilieen Forlenza’s inspirational keynote message "From Try to Triumph-Accelerating Family Engagement" weaves an inspirational story, while braiding innovative strategies to accelerate family engagement. Participants can look forward to topics such as "The Role of Community", "The Power of Communication" and "Social Determinants of Effective Family Engagement". Eileen will facilitate interactive discussions and facilitate small group activities. In efforts to take away key concepts, a portion of the day will be spent discovering shared learning and formulating complete action plans.

Eileen Forlenza is a motivational speaker/leader/performer who is recognized nationally for her work on family engagement. Eileen gently encourages individuals to live each day through the lens of possibility, especially those dedicated to cultivating the potential of children living with unique needs. Eileen is the parent of young adult with disabilities, lending authenticity to her extensive experience embedding strategies for effective parent engagement. Eileen holds credentials in family leadership development, including curriculum design and implementation and is a fellow of the Maternal and Child Health Public Health Leadership Institute as well as Colorado’s Leadership and Education for Neurodevelopmental Disabilities (LEND).
Integrating Infant and Early Childhood Mental Health into the National Child Traumatic Stress Network Caring forChildren Who Have Experienced Trauma Curriculum- A Wisconsin Model

Amy D’Addario, MS, CSW, SAC
Early Childhood Comprehensive Systems Project Coordinator, Children’s Hospital of WI
Donna Burns
Implementation and Training Coordinator, Wisconsin Trauma Project

The Wisconsin Early Childhood Comprehensive Systems (ECCS) Project has partnered with the Wisconsin Department of Children & Families (DCF) Trauma Project and the Wisconsin Alliance for Infant Mental Health (WI-AIMH) to modify the National Child Traumatic Stress Network (NCTSN) Caring for Children Who Have Experienced Trauma curriculum. This ECCS Collaboration has modified the curriculum for infants and young children birth through age 5 to include information related to infant and early childhood brain development and the importance of attachment and relationship. The modification and implementation is a work in progress, but is a promising initiative related to work with infants and young children who have experienced trauma and toxic stress. This session is part one which provides the foundation of part two which is Nurturing The Seeds of Family Connections Through the Arts.

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Early Pathway: A Home-Based Parent-Child Therapy Program for Young Children in Poverty with Behavior Problems Part 1

Bob Fox
Professor, Marquette University

Michelle Rosenwald
Family Counselor - Penfield Children Center's Behavior Clinic

Early Pathways is an in-home, evidence-based intervention program for children five years of age and younger with behavior problems who live in poverty. The presentation includes a program description, the challenges and solutions for implementing it with mostly single mothers, and outcome measures to quickly assess a child’s progress. Finally, an adjunctive program designed to assess young children for trauma and intervention strategies will be introduced.

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Awesome Advisory Groups: Parents, Family and Community are an Organization's Power Source Part 1

Lilly B. Irvin-Vitela
President - Common Worth, LLC.
Laura Meulemans
Co-coordinator & Mentor- Parent Ambassador Program
Charisse Daniels
Co-coordinator & Mentor- Parent Ambassador Program

People power is the greatest resource in any organization. Come to this two-part session to learn more from parent leaders and an organizational development and management consultant about how to attract, nurture, and retain parent leaders and community members to strengthen your organization’s decision making, service delivery, and outcomes. Explore with other family-serving professionals meaningful ways to cultivate leadership and examine hands on tools to set the foundations for effective governance.

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<td>PM/S</td>
<td>IMH 5, DS 7 &amp; S 2,7</td>
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Boundaries and Ethics: How to Engage Families without Crossing the Line Part 1

Pat Parker
Curriculum and Instructional Manager, UWM

Suzy Rodriguez
Home Visiting National Model Specialist, UWM

Engaging parents and their children is all about building caring, trust-based, relationships. People will only share intimate details of their lives with people “when they feel cared for”. The problem is the boundaries between caring and professionalism are grey. Using the NASW Code of Ethics as our guide, this workshop will explore ways to empower and engage families within professional boundaries.

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Nurturing Touch and Infant Massage Part 1

Donna Anderson
International Trainer - Infant Massage USA

Nurturing Touch and Infant Massage - as a Family Engagement Intervention. Research confirms that caring human touch has an extraordinary ability to soothe, reassure, relieve, promote healthy attachments and provide a lasting impact on a child’s emotional and physical development. This session will share the importance of touch and the implications of nurturing touch and massage for connecting family members and enhancing positive parent-child relationships.

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Vision Development & a Child’s Success

Katherine Nurek
Vision Development Therapist & Consultant

Many milestones professionals use to confirm a child’s development have a visual component: gazes at faces, briefly looks at pictures in a book, uses a spoon/fork, etc. And yet, eyesight is only 1 of 29 vision skills necessary for success. In this interactive presentation, you will identify & experience vision skills problems that affect success; learn how to implement this new knowledge; & engage in fun activities that actively support a child’s visual development.

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<td>IMH 5,6, DS 3,8,9 &amp; S 1,3,7, 8</td>
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Community Collaboration: Bringing Services to Families with Young Children

Carla Witkowski
Administrator, BIA Early Intervention, Oneida Tribe of Indians Rose Navarro Red Hail, B-3 Coordinator, BIA Early Intervention, Oneida Tribe of Indians

This presentation is about Connecting Families, a collaborative early childhood coalition in Brown County that includes: NWTC, Oneida Tribe of Indians, Brown County B-3, Oneida Head Start & Early Head Start and other Brown County agencies that support families with young children in the community. The presentation will focus on how to build a collaborative group and partner with agencies that are not “just” ECE programs. Lastly we will focus on what should these collaborative groups do for families? How can their individual resources combine to benefit all families with young children in our communities.

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It’s About Relationships!

Rachael Loucks  
*Child and Family Development Specialist, Indianhead Community Action Agency Early Head Start Child Care*

In this workshop, participants will discuss the importance of developing relationships with the families they work with, tools to foster communication with families, and discuss parent/child relationships.

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Taking Time to See

Betsy Byker  
*Program Coordinator Family Resource Center St. Croix Valley*

In this workshop we will explore the use of video-taping in home visiting and through reflective supervision. This assessment process is used to enhance not only the parent child relationship but also the home visitor-family relationship as well as the supervisory relationship. Through the use of video-tape and review, home visitors will learn new ways to observe parents and their children, involving them in improving their connections and setting more significant goals aimed at improving parent-child relationships. Using video, we have the opportunity to step back and observe. In reflective supervision, video can also be used to enhance our ability to see relationship strengths and challenges and reflect upon our experiences as home visitors. By integrating the use of video into reflective supervision, supervisors are also able to get a sneak peek into the homes of families their organization serves. More importantly, they learn to help home visitors become better observers of the families they serve and of themselves. This workshop we will also give attendees the opportunity to become familiar with the Parent-Child Early Relational Assessment (Clark, 2006) and its use as an assessment tool as well as a wonderful enhancement to reflective practice.

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Nurturing the Seed of Family Connections through the Arts

Stacey Otto
_Nurturing Connections, Founder & Therapist_

Elizabeth Pupeter
_Nurturing Connections, Music Therapist_

Please join us for this experiential workshop where we will explore the benefits of using Expressive Arts in your practice with children and families. Discover a variety of creative ways in which expressive arts can assist you in supporting and strengthening family relationships. We will use different case examples from our work with children and families to illustrate how the Expressive Arts facilitate family engagement and also help with establishing rapport.

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Early Pathway: A Home-Based Parent-Child Therapy Program for Young Children in Poverty with Behavior Problems Part 2

Bob Fox
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Michelle Rosenwald
_Family Counselor - Penfield Children Center's Behavior Clinic_

Please see part 1 for presentation description.

Awesome Advisory Groups: Parents, Family and Community are an Organization's Power Source Part 2

Lilly B. Irvin-Vitela
_President - Common Worth, LLC._

Laura Meulemans
_Co-coordinator & Mentor- Parent Ambassador Program_

Safe Babies Healthy Families: Addressing the drug affected infant population and tools to end destructive cycles

Karen Villarreal
_Program Director, Safe Babies Healthy Families_

Amy Baumann
_vp of Programs, Safe Babies Healthy Families_

The drug affected infant population is growing in Wisconsin. We will be sharing how Waukesha County is addressing these concerns as a community, as well as discussing our AODA screening and assessment tool we are currently using at Safe Babies Healthy Families. We will also be covering our continuum of care model and how it has impacted our outcomes. We know this growing population can be extremely challenging to work with, so we would like to provide you with some tools to better serve them.

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Surviving to Thriving: Engaging Families in the Process

Cynthia Schick

Our work can be more rewarding when we are able to “be with” rather than “do to”. In this session, we will begin to explore ways that help families move from surviving to thriving; integrating brain based research into a relationship based approach. We will see parents as a child’s most important caregivers and discuss ways to support the parent-child relationship and increase family engagement. We will look at how our experiences impact our work and explore mindful self-regulation to help us reduce our emotional triggers and shift from “what’s wrong with you” to “what has happened to you.”

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Introduction to Protective Factors Framework and Building Parent Partnerships

Rebecca Murray
Associate Director, Child Abuse and Neglect Prevention Board

LaMikka James
Parent Advocate, Child Abuse and Neglect Prevention Board

Do you have a tough time engaging with your families? Two parent advocates will encourage participants to consider and reflect about what it means to work with families in a strength-based way. They will go over the “Bringing the Protective Factors Framework to Life in Your Work -- A Resource for Action” training and how using the Protective Factors can help professionals as they partner with the children and families. Intentionally using the framework as an everyday part of your work with children and families will assist with family engagement.

Engaging Families in the Early Identification of Autism Spectrum Disorders

Corey E. Ray-Subramanian
Licensed Psychologist & Lead Clinician, Integrated Development Services LLC.

Autism spectrum disorder (ASD) affects roughly 1 in 68 children and signs are often present in the first two years of life. Home visitors and early childhood clinicians and educators are in a unique position to identify developmental concerns in infants and toddlers and engage with families in the process of developmental screening, which may lead to diagnostic evaluation and evidence-based early intervention as needed. This presentation will equip early childhood professionals with knowledge of signs of ASD in young children ages 12 to 36 months, training in the use of a free, empirically validated ASD screening tool, and recommendations for engaging with families in the diagnostic evaluation process, as needed, and, ultimately, connecting families with evidence-based early intervention for ASD.

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“Take PRIDE in Playing With Your Children: An Overview of PCIT”

Jennifer Markvart  
*PCIT Practioner, Children’s Hospital*

Penelope Dixon  
*PCIT Practioner, Children’s Hospital*

Parent Child Interaction Therapy (PCIT) is an EBP that has been shown to impact child behaviors and parenting practices. As part of the Strong Families, Thriving Children well-being initiative, CHWCS has developed a hybrid clinic/in-home PCIT model for families involved in child welfare. Our PCIT program aims to strengthen the bond between parents and their children, and provides parents with confidence in their ability to employ safe and effective discipline. This presentation will provide an overview of our program and focus on adaptations we have made to increase retention.

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<td>BHV, EHV, BPE &amp; PM/S</td>
<td>IMH 4, DS 4 &amp; S 1</td>
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Weathering the Storm: Building Strong Relationships with Parents to Successfully Work through Difficult Situations in Early Childhood

Kim Polki  
*Family Advocate Specialist, Next Door Head Start/Charter School*

Elizabeth Bayer  
*EHS Disabilities & Mental Health Specialist, Next Door Head Start/Charter School Educare*

Molly Garwood  
*Early Childhood Mental Health Consultant, Children’s Hospital of Wisconsin Community Services and Next Door Head Start/Charter School*

Building Strong Relationships with Parents to Successfully Work through Difficult Situations in Early Childhood. BUILDING STRENGTH BASED RELATIONSHIPS. In early childhood, solution-focused, strength-based, and trauma-sensitive relationships set the stage for child learning, parent involvement, and how the family feels about service providers. HAVE THE TALK AND MAINTAIN THE RELATIONSHIP. A positive relationship will sustain the family and the service provider in difficult situations (challenging behavior, mental health concern, CPS situation), when the provider is the first "outsider" to broach these topics with the family. SELF-REFLECTION. Effectively engaging parents requires ongoing reflection of one’s own culture, history/experiences, and values/beliefs around parenting and discipline.

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“The impact of Domestic Violence on Children: The Trauma, and Family Centered, Supportive Response”

Bradley Creighton  
*Outreach Program Coordinator, Friends of Abused Families*

Jessica Bradway  
*Art Therapist, Friends of Abused Families*

Katherine Schlippman  
*Health Project Coordinator, Milwaukee Health Department*

Charisse Daniels  
*Co-coordinator & Mentor, Parent Ambassador Program*

The impact of domestic violence reaches far beyond the primary victim. Violence in a child’s environment can be detrimental to all aspects of their development. Signs of trauma caused by domestic violence can manifest at any age, and in many different ways. If we solely address negative behavior and not the cause there is a higher risk of the child repeating the pattern as an adult. This workshop will provide basic information on domestic violence and the impact of trauma over a child’s age spectrum.

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Building Relationships through Special Play

Katie Rommes
Program Manager, Family and Children’s Center

Building Relationships through Special Play - This workshop is designed to equip home visitors with the ability to share Special Play with the families they serve. The technique requires little in the way of equipment or cost. It’s convenient, as it takes place wherever the caregiver and child are comfortable playing. It’s easy to learn and it’s a research based approach that may be shared with all caregivers hoping for a strong relationship with their young child. Best of all- it’s fun!

Can Preventative Education Make a Difference and Save Lives?

Susan Kainz
President, Shaken Baby Association
Jennifer Coleman
Mother of SBS victim, speaking on behalf of SBA

Getting the message out about abuse prevention is difficult. We know – we’ve been working on this mission for nearly 20 years. We’ve found success by presenting the message in different ways to different groups and seen results. For example, our Radio Roadblock campaign was targeted to the general public in 2002 and 2009 with a message that was loud and shocking. The results were zero cases of abusive head trauma for three months following the campaigns. In this session, home visitors and parent educations will be given an educational tool that can be used to help prevent abuse. The Shaken Baby home-based program is an interactive, web-based product, allowing anyone to view it 24/7. It enhances concepts presented in the “PERIOD of PURPLE CRYING” through video and audio messages. With many new parents being visual learners, we find this program keeps their attention. The most important element of the SBA program is a review of Sentinel Injuries which is a topic not addressed in Crying Purple. The second part of this session includes a question and answer session with a mother of a SBS/AHT victim. Many home visitors may have be in situations where they knew of a case and now our mom can share the rest of the story.

“What’s All the Buzz about Early Childhood Mental Health Consultation? Parent, Home Visitor and Consultant Perspectives”

Kevin O'Brien
Manager, Family Institute of Aurora Family Service
Margo Camacho
Mental Health Consultant and Psychotherapist, Aurora Family Service
Katherine Schlippman
Milwaukee County Health Department

Interested in creating dynamic partnerships that enhance your Team’s ability to fully engage families and deeply implement TIC principles in your work? Engaging Early Childhood Mental Health Consultation may be a key answer for your program. Come learn more from the perspective of both home visitors and ECMH Consultants.

Authentic Assessment and Screening: Relationship-based Approaches to Evidence based Tools

Lilly B. Irvin-Vitela
President, Common Worth, LLC.

Professional values and practices around relationship-based and evidence-based screening and assessment have a dynamic tension that can lead to frustration and confusion or
motivation and insight for families and practitioners alike. The tipping point toward positive outcomes is grounded in intention and reflective practice. In this session participants will discuss and explore how to use screening and assessment to strengthen their working alliances with families and improve family and child outcomes.

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**Fathers of Children with Disabilities: Their Stories, Their Words**

**Sara Tortomasi**
*Early Childhood Special Educator, United Cerebral Palsy of Dane County, WI/Birth to Three Connections*

Much research has been done regarding Mothers of children with special needs, but only recently has the pendulum shifted and attention brought to Dads. As a part of my integrative project for my Mental Health Certificate, I interviewed Fathers of children with disabilities across not just Wisconsin, but the United States, in order to give them the opportunity to tell their stories. I feel, as professionals working with families, we can better involve Dads and take advantage of their skills if we know these stories. Stephen R. Covey, author of “7 Habits of Highly Effective People” wrote, “Most people do not listen with the intent to understand, they listen with the intent to reply.” My challenge to professionals working with families is to listen with the intent to understand the Dads in our lives, and use that enriched understanding to shape our future interactions – and harness the amazing and unique gifts that Dads bring to their relationships with their children with special needs.

**Reaching Your Program’s Potential: What It Takes to Implement an Evidence-Based Home Visiting Program**

**Sara Voelker**
*DCF Home Visiting Research Analyst*

**Suzy Rodriguez**
*Home Visiting National Model Specialist - UWM*

**Leslie McAllister**
*DCF Home Visiting Coordinator*

What is evidence based home visiting? What do we need to consider and what does a national model program all involve. Learn about a new guide/ self-assessment tool developed to help organizations explore implementation of evidence based home visiting. Topics include thinking about staff recruitment and retention, professional development, delivery of services, support for home visitors and supervisors, assessment tools. Explore the steps to move towards developing a program and the resources available to support the planning and implementation process. The session will provide a forum for information sharing as well as interactive discussion with leaders in our state around evidence based home visitation implementation.

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Wisconsin’s Infant Mental Health Endorsement Competencies

Each of the four Endorsement Levels has unique competency requirements within eight core areas.

Competency Areas:

1. Theoretical Foundations
2. Law, Regulation, and Agency
3. Systems Expertise
4. Direct Service Skills
5. Working with Others
6. Communicating
7. Thinking
8. Reflection

The specific competencies that WI-AIMH has found useful for tracking are:

Competencies (Competency areas in bold - see key below)

1. Attachment/Separation/Loss/Trauma (1)
2. Psychotherapeutic and Behavioral Theories of Change (1)
3. Observation, Screening, Assessment, Diagnosis (4)
4. Cultural Competency (1,8)
5. Treatment Planning/Intervention (4)
6. Relationship-Focused Practice (5)
7. Collaboration, Community Resources And Delivery Systems (2,3)
8. Relationship-Focused Therapeutic Practice (1)
9. Law, Ethics, Regulations, Guidelines (2)
10. Family relationships and Dynamics (1)
11. Reflective Supervision/Consultation (4,6,8)
12. Pregnancy and Early Parenthood (1)
13. Infant & Young Child Dev. & Behavior (1,2)
14. Infant/Very Young Child & Family-Centered Practice (1,4,5,6,8)
15. Adult Learning Theory (1,7)
16. Disorders of Infancy & Early Childhood (Mental Health) (1)
17. Data, Research, Evaluation, Program Development, Policy (1,2)
18. Mental & Behaviors Disorders in Adults (1)
19. Leadership/Administration (5,6,7,8)
20. Adult Mental Health, Learning & Cognitive Functioning (1,7)
21. Parent-Infant Relationship Base Therapies And Practice (1,4,5)

For More information about the IMH Competency & Endorsement System:
http://wiaimh.org/endorsement/
Core competencies in the field of family support:
Essential knowledge and skills for parent educators, home visitors, and other professionals who work with families

Not all professionals who work with families will have job responsibilities related to all of the core competencies. However, an individual pursuing a career in family support would benefit from training and experience in all of these areas.

Advanced workers are those who (1) have had extensive practical training related to a particular area, (2) demonstrate flexibility and are able to deal with unique challenges, and/or (3) are able to teach colleagues, whether formally or informally, about a particular competency area.

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<th>Competency Area 1. Child and Lifespan Development</th>
<th>Competency Area 5. Health and Safety</th>
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<td>Competency Area 2. Dynamics of Family Relationships</td>
<td>Competency Area 6. Diversity in Family Systems</td>
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<td>Competency Area 3. Family Support and Parenting Education: Principles, Methods and Approaches</td>
<td>Competency Area 7. Relationships among Family, School, and Community</td>
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<td>Competency Area 4. Guidance and Nurturing</td>
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**Competency Area 1. Child and Lifespan Development**
- Theories of human growth and development
- Basic “ages and stages” in infant, toddler, child, and adolescent development
- Critical issues in child development and infant mental health, including brain development, attachment, emergent literacy and the developmental importance of play
- Principles of adolescent and adult development and how development affects parenting
- Culture, gender, language, temperament and family influences on human growth and development

All workers have had instruction in theories of human growth and development; have tools to assist families in assessing developmental milestones and planning for usual and expected development; and demonstrate an understanding of “development in context” and the influence of family, culture, language, temperament and gender.

Advanced workers demonstrate flexibility in approaches to the promotion of usual and expected development; understand multiple perspectives and theories of human growth and development; take parents’ developmental needs into account when working with families; and assist families to set reasonable goals and meet unique challenges.

Continued learning might focus on specific topics (e.g., infant mental health, brain development, language development, recognizing developmental delays) or specific parts of the lifespan (e.g., adolescent development, aging).
Competency Area 2. Dynamics of Family Relationships

- Theories of family interaction
- Developmental stages of parenting and family life
- How and why changes in families take place, including typical growth and development of family members as well as family disruption and unexpected changes
- Theories of change and communicating about change with families
- Value of intergenerational relationships to family life and child-rearing
- Appropriate and effective communication within families
- Differences between healthy and unhealthy family dynamics
- Strategies to deal with stressors that may negatively affect family interaction, such as financial hardship

All workers have been exposed to theories of family interaction and parenting stages; can describe effective communication strategies for families; have an understanding of how changes such as divorce and remarriage affect family members; and can assist families in dealing with typical changes.

Advanced workers apply knowledge of family dynamics to advise families on their communication styles; refer families to other professionals (e.g., financial planners, marriage and family therapists) as appropriate; and use a theories of change approach in helping families manage both typical and unique challenges.

Continued learning might focus on current issues that impact parenting and family life such as dual career homes, family disruption and loss, incarceration, or single-parenthood.

Competency Area 3. Family Support and Parenting Education: Principles, Methods and Approaches

- Strength-based, family empowerment approach to family support work
- Concepts of prevention, enrichment, and goal setting
- Types of parenting education and family support methods
- Importance of evaluation to demonstrate outcomes and assess effectiveness of parenting education and family support
- Effective, creative methods for outreach and retention of participants
- Adult and adolescent learning styles, and teaching strategies that meet adult and adolescent learners’ needs
- Skills for work with individual families
- Group process and facilitation skills

All workers understand the principles of family empowerment and are able to identify strengths of families; recognize the value and purpose of parenting education and family support; use basic, core curricula in work with families; engage participants in evaluation of programs and services; and have skills in group facilitation and/or one-on-one adult education.
Advanced workers develop, critically assess, and evaluate programs, curricula and related materials for parents and families; are able to integrate and modify core curricula as needed to meet family needs; and access additional resources when needed.

Continued learning might include training in a range of teaching styles; integration of parents with cultural and language differences or special needs and challenges into programs; advanced home visiting training; or program planning and evaluation.

Competency Area 4. Guidance and Nurturing

- Impact and importance of parental nurturing and supervision for infant mental health and for the social and emotional development of children of all ages
- Strengths and weaknesses of different forms of guidance and discipline and their long-term effects
- Guidance techniques, such as responsiveness, creating a safe environment, setting limits, goal-setting, role modeling, and dealing with anger and other emotions – and how to model these techniques for parents
- The critical role of parents in supporting children’s learning, including provision of rich learning and language experiences within the family, adult scaffolding of children’s learning, encouraging and supporting positive dispositions to learning, and the appropriate uses of media and other resources
- Individual differences and effects of temperament and personality of adults and children
- Strategies parents can use to encourage the development of character, ethics, and self-control

All workers can identify positive guidance techniques for parents of children at various stages of development and explain the benefits of positive discipline; and work with parents to develop individual parenting plans.

Advanced workers advocate for and model the use of positive discipline techniques; promote understanding of differences in temperament and personality within families; and understand how their own style, temperament and family experiences affect their interactions with families.

Continued learning might include courses focused on discipline for children of a particular age; different types of parenting plans; or the influence of child and parent temperament on parenting styles.

Competency Area 5. Health and Safety

- Essential components of safe and healthy physical and emotional environments for infants, children, adolescents, and adults
- Signs and definitions of child abuse and neglect, including state statutes and procedures for reporting child abuse and neglect
- Characteristics and needs of parents, children, and families at risk for abuse and neglect
- Signs and definitions of domestic violence and awareness of resources in the community for victims of domestic violence
- Typical behaviors of sexual abuse perpetrators and warning signs that children have been sexually abused
- Impact of abuse, neglect, and domestic violence on family members
• Signs of substance abuse (including alcoholism) and other compulsive behaviors and their effects on families
• Signs and symptoms of mental illness in family members, such as depression in mothers and ADHD in children
• Importance of healthy diet, nutrition, and physical activity for children’s and adults’ health and well-being
• Strategies for talking about health and safety issues with families

All workers recognize signs of child abuse, child neglect, mental illness, substance abuse, and domestic violence and take appropriate steps to get help for families; are able to advise parents on making their homes and vehicles safe for children; have a general understanding of other health issues that affect children, parents, and families; and know where to find additional information when needed and where to refer parents for additional support. Mandated reporters of child maltreatment understand how to appropriately discuss that role with parents and how to encourage self-report whenever possible.

Advanced workers are able to educate families about issues related to health; and have in-depth knowledge of health and safety resources, as well as risk factors, in the community.

Continued learning might be in specific areas of child health; maternal depression; how chronic mental or physical illness affects families; substance abuse; or the effects of stress on families.

Competency Area 6. Diversity in Family Systems

• Respect and appreciation for diversity in families
• Non-judgmental approach to working with families whose background and/or current circumstances are different from their own
• Specific needs and characteristics of diverse family systems including:
  o Parents from diverse cultural, racial, ethnic, and linguistic backgrounds;
  o Adolescent parents;
  o Single parents (divorced or never-married parents);
  o Blended families;
  o Parents or children who have physical, emotional, or developmental disabilities;
  o Same-sex parents;
  o Families in poverty;
  o Homeless families;
  o Parents who have adopted or are caring for children in foster care;
  o Grandparents and extended families;
  o Migrant, immigrant, and/or transient families; and
  o Other family systems
• Ways that culture, socioeconomic status, and language impact child-rearing practices and relationships in the home
• Effect of racism and discrimination on families and child rearing

All workers recognize and respect diversity among families; understand that parenting practices, traditions, and beliefs differ from one family to another; are aware of their own racial, ethnic, socioeconomic, and cultural background, and how that might affect their work with families; and use culturally appropriate strategies to ask about families’ needs and support them in finding solutions.
Advanced workers demonstrate skills to advocate, individually and in the community, for families from minority groups and families living in poverty; have in-depth understanding of social and cultural groups represented in the local community; know ways to negotiate resolutions when values conflict; and support parents and families in finding culturally acceptable responses to challenges.

Continued learning might include increasing knowledge of social and cultural groups in the local community and resources available to those groups; language training in a language relevant to the local community; how to work through interpreters; strategies for supporting parents and children with special needs; or training in working with specific types of families as described above.

Competency Area 7. Relationships among Family, School, and Community

- Roles of the community, including formal social institutions (e.g., schools, churches, childcare centers) and the informal social network (e.g., families, friends, playgroups), in nurturing, protecting, and supporting families
- Advocacy in the community on behalf of children and families – including how parents can be advocates for their own children
- Methods to help families identify and access financial and social resources in their communities
- Effects of families’ spiritual and cultural affiliations on their involvement in the wider community
- Value of parent/family involvement in learning, and the critical role of parents as primary teachers
- Impact of mass media on families and how families can use media as a tool to assist in learning
- Effective methods to attract and involve teachers, childcare providers, other agency staff, businesses, and community groups in family support and parenting education initiatives

All workers recognize the overlapping roles of families, childcare providers, schools, and communities in raising and educating children; and connect families with other resources available in the community.

Advanced workers play a role in the broader community advocating for children and families; collaborate with other agencies and community players to increase support for families; help families overcome barriers to receiving other resources in the community; and inform relevant agencies of unmet needs among families in the community.

Continued learning might include strategies for community development and organizing; engaging community partners in family support work; or supporting parents in their role in their children’s education.
Competency Area 8. Professional Practice and Self Care

- Professional boundaries and limitations
- Professional ethics and legal issues in family support and parenting education
- Integration of current research into professional practice
- When and how to refer parents to other professionals for assistance
- Conflict resolution skills
- Working with difficult people (colleagues, other agency staff, program participants)
- Stress management
- Using supervision appropriately to assist in professional role and self-care
- Planning for personal safety on the job

All workers are aware of and strive to maintain professional boundaries; have a thorough understanding of confidentiality and other legal and ethical issues in family support; pursue additional training in the field; and know when to ask for help in a professional situation. Workers take appropriate steps to ensure their own personal safety and remove themselves from dangerous situations.

Advanced workers have skills in conflict resolution; recognize when they need supervision or other assistance; and refer families to other professionals when appropriate.

Continued learning might include mediation and conflict resolution; refresher courses in professional boundaries and ethics; or resource sharing and networking with other family support professionals.
Core competencies for managers in the field of family support:
Essential knowledge and skills for managers and supervisors of professionals who work with families

Not all supervisors or managers will have job responsibilities related to all of the core competencies. Depending on the structure of the organization in which they work, managers’ job responsibilities may be focused on a smaller subset of these competency areas. However, an individual pursuing a career in management of family support programs might benefit from training and experience in all of these areas.

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<th>Mgr. Competency Area 1: Best practices in the field of family support</th>
<th>Mgr. Competency Area 5: Budget management</th>
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<td>Mgr. Competency Area 2: Program planning, monitoring, and evaluation</td>
<td>Mgr. Competency Area 6: Personnel</td>
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<td>Mgr. Competency Area 3: Marketing and outreach</td>
<td>Mgr. Competency Area 7: Community advocacy and collaboration</td>
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<td>Mgr. Competency Area 4: Fund development</td>
<td>Mgr. Competency Area 8: Public policy advocacy and involvement</td>
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Mgr. Competency Area 1. Best practices in the field of family support
- Familiarity with the continuum of family support services and best practices in the field, including frequency and intensity of service delivery, caseload guidelines, and supervision needs of family support workers
- Up-to-date knowledge about evidence-based programs and curricula in family support
- Competency in the family support worker competency areas
- Empowerment approach to work with families as well as to management of family support services and staff

Continued learning might include continued learning within any of the family support worker competency areas; training in family support for managers; or networking with other managers to stay up-to-date with advances in the field.

Mgr. Competency Area 2. Program planning, monitoring, and evaluation
- Program theory, use of logic models, and theories of change relevant to family support
- Types of evaluation and their applications, including
  - Needs assessment for program design
  - Implementation (or process) evaluation to monitor program delivery and consistency
  - Impact evaluation to measure program effects
- Key assessment and evaluation tools in the field of parenting education and family support
- Use of databases (and management information systems, where relevant) to track program participation and record outcome measurements
- Data analysis and use of evaluation results for continual program improvement
- Strategic planning

Continued learning might include training in specific evaluation tools and techniques; management information systems; long-range planning; or resources for program planning and evaluation.
Mgr. Competency Area 3. Marketing and outreach
- Effective methods to attract and keep parents and families involved in programs
- Tools and techniques for reaching out to underserved groups in the population
- Efficient use of available funds to reach the largest possible audience
- Strategies for partnering with other agencies and community groups to reach more families
- Strategies to ensure that a consistent marketing strategy is used by all representatives of the organization or program

Continued learning might include workshops on newsletters and other marketing tools; basic marketing skills; or strategies specific to family support marketing.

Mgr. Competency Area 4. Fund development
- Grant writing and reporting back to funders
- Knowledge of potential and usual funders for family support programs
- Awareness of potential opportunities to merge with other programs to maximize resources
- Prioritization of projects and needs
- Developing and maintaining relationships with donors and funders, including development of board members as donors and as leads to potential donors
- Methods of developing public/private partnerships
- Monitoring of changes in public policy that may affect state funding levels or create new opportunities

Continued learning might include grant writing; strategic budget planning; networking and “friendraising”; major gift fundraising; planned giving; endowment development; or donor prospecting.

Mgr. Competency Area 5. Budget management
- Knowledge of basic accounting principles and techniques
- Realistic budgeting for programs and services
- Use of budget monitoring information to adjust plans and programming as needed
- Budgeting to meet grant requirements from multiple funders

Continued learning might include refresher courses in accounting techniques; training on new technology and software for budget management; or non-profit accounting techniques for reporting back to funders.

Mgr. Competency Area 6. Personnel
- Administrative issues in hiring and evaluating staff
- Benefits, policies, and relevant state and national laws
- Recruitment, candidate assessment, and staff selection
- Ongoing reflective supervision and professional development of staff members
- Conflict resolution and strong listening and communicating skills
- Group facilitation
- Plan for crisis support to staff
- Awareness of staff members’ needs for professional development and resources to help meet those needs
Continued learning might include reflective supervision training; empowerment approach to personnel management; or group facilitation and leadership training.

Mgr. Competency Area 7. Community advocacy and collaboration
- Recognition of need for consultation and collaboration with families and with social service, mental health, law enforcement, and domestic violence intervention agencies
- Strategies for involving school and agency administrators, business leaders and community groups in family support and parenting education initiatives
- Strategies for developing partnerships with other family-serving agencies in the community, such as family health clinics and faith-based organizations
- Advocacy related to community issues that affect families’ well-being
- Using partnerships to develop services in response to unmet needs and reduce unnecessary duplication of services

Continued learning might include cooperative versus collaborative relationships; or use of Memoranda of Understanding and Memoranda of Agreement to consult with other professionals about families’ challenges.

Mgr. Competency Area 8. Public policy advocacy and involvement
- Awareness of public policy initiatives that may affect children and families at the local, regional, state, and national levels
- Knowledge of key decision-makers and where they stand on issues relevant to children and families
- Participation in the public policy process as necessary and appropriate
- Strategies for educating public officials and policy-makers about the needs and concerns of children and families

Continued learning might include child and family advocacy training; or principles of social marketing to influence policy-makers and the general public.
Map of the Wisconsin Training Partnerships/Regions

**Please use this map when identifying your training region when registering for the conference**
Additional Information

Continuing Education Units
You will receive 1 CEU for every hour of attendance at the conference. All registrants must sign in at the registration table each day they attend at the Radisson Paper Valley Hotel in order to get credit. You may view your attendance records after the conference on your transcript on PDS Online.

Conference Registration
Registration closes on Tuesday, February 17. You may register for the conference on PDS Online by logging into your account here:

Registration Fee
The conference cost is $100/Day

Cancellation Policy
Registration closes on Tuesday, February 16th. If you cancel your registration 10 working days prior to the conference (Tuesday, February 9, 2015), you will receive a full refund. Registrants who cancel less than 10 working days prior to the program are responsible for the entire fee. You may send someone in your place at no cost. Please cancel your registration by phone at 414-964-5054 or emailing us at ftpconference@uwm.edu

Location
Radisson Paper Valley Hotel
GPS Address: 333 W College Ave Appleton, WI 54911

Questions?
For conference related questions, contact MCWP at 414-964-5054 or ftpconference@uwm.edu

Directions on next page
Directions
TO THE RADISSON PAPER VALLEY HOTEL

FROM GREEN BAY (NORTH)
Take HWY 41 South to Appleton. Take HWY 441 bypass South to College Ave. Exit on College Ave. and proceed West (right). Travel approximately 3 miles into downtown. After City Center Plaza, take a left on Superior Street Parking on left.

FROM CHICAGO/MILWAUKEE
Take 94 North from Chicago to Milwaukee area. Take 894-bypass West around Milwaukee. Exit onto HWY 45/41 North to Fond du Lac. Continue on 41 North to Appleton. Exit #137/College Ave. and follow to the right approximately 3.5 miles into downtown. Hotel is on the right, past the skywalk with Radisson logo on it.

FROM MADISON
Take HWY 151 North to HWY 41 at Fond du Lac. Continue on 41 North to Appleton. Exit #137/College Ave. and follow right approximately 3.5 miles into downtown. Hotel is on the right, past the skywalk with Radisson logo on it.

FROM HWY 29/EAU CLAIRE
Follow HWY 29 East, at Bonduel take HWY 47 South to Appleton. Continue on 47/Richmond until College Ave. and take a left. Hotel is four blocks on right.

FROM STEVENS POINT/WAUPACA
Follow HWY 10 East, taking the County CB North-South exit. Take a left at the exit lights and travel North on CB for approximately 3.5 miles. Turn right onto College Ave. (airport on the left) and continue 5 miles into downtown. Hotel is on the right, past skywalk that has Radisson logo on it.

FROM MANITOWOC
Follow HWY 10 West to Appleton. HWY 10 will turn North and join Oneida St. Continue on Oneida St. North into downtown. Take left onto College Ave. and travel 2 blocks. Make a left on Superior St. Parking on left.

Radisson
RADISSON PAPER VALLEY HOTEL

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