

# National Advisory Network 2010

Summary

---

June 2011

**FRIENDS National Resource Center for  
Community-Based Child Abuse Prevention**



## Introduction

Between November 2010 and February 2011, a group of 17 professionals and experts in the area of child abuse and neglect participated as members of the National Advisory Network (NAN) for FRIENDS National Resource Center for Community-Based Child Abuse Prevention (CBCAP). The NAN process was designed to gather a picture of the future of child abuse prevention, explore how CBCAP Leads can best prepare for that future, and inform the provision of training and technical assistance to the CBCAP Leads in the coming decade. This group of experts identified eight strategies for action to address systemic issues of child abuse and neglect between now and 2021.

These findings of the FRIENDS National Advisory Network are intended to initiate a conversation among those who work to prevent child maltreatment and to promote well-being about how individuals and institutions can prepare themselves for the opportunities and challenges in the coming decade. For a full version of the report, contact [FRIENDS@chtop.org](mailto:FRIENDS@chtop.org). This summary of the process includes:

- Findings
- Opportunities for Action

## Findings

NAN members identified the trends that may affect child maltreatment and promotion of well-being in the next decade.

- Deteriorating economic environment
- Changing demographics
- Expanded reach of technology
- Changing socio-cultural patterns
- Development of a global community
- Changing healthcare context
- Collaboration among partners

Further, the NAN identified a collection of strategies that could leverage those trends to support efforts in preventing child maltreatment and promoting well-being. For each strategy, the NAN also identified knowledge, skills, and tools that would prepare CBCAP Leads to support each strategy. The findings from each cycle were summarized and sent to NAN members for review and response. The group also met electronically between cycles to discuss their findings and reflections. The findings from the final cycle, capacities required to implement future strategies, are summarized below in the form of instructional objectives to support curriculum design.

**1. Articulate a shared vision, reframe the prevention focus, and communicate the human and cost effects of child maltreatment.**

1.1. Knowledge

1.1.1. How does the public policy process actually work?

1.1.1.1. Who has authority?

1.1.1.2. What are the differences among law, administrative code, and policy?

1.1.2. Current messages that are in the community already

1.2. Skills

1.2.1. Communicate effectively in multiple media and with various materials

1.2.1.1. Maintain core message to diverse audiences

1.2.1.2. Use new media effectively

1.2.1.3. Incite others to action

1.2.2. Make and manage budgets

1.2.3. Recruit, select, and manage highly skilled contract workers

1.3. Tools and supports

1.3.1. Well-articulated communication examples

1.3.2. Compelling stories

1.3.3. Strong, coherent, consistent national campaign

1.3.4. Access to research findings

**2. Develop technology to support prevention and promotion efforts.**

2.1. Knowledge

2.1.1. Rules and methods related to data management, privacy, reliability, access, and interpretation

2.1.2. Variety of current and emerging technologies and their best uses (e.g., Twitter, Facebook, YouTube, webinars, and others to come)

2.2. Skills

2.2.1. Access and use most common media tools

2.2.2. Participate in design, development, and testing of technological tools

2.2.3. Recruit, train, and retain techno-savvy contract workers, staff, and volunteers

2.2.4. Accept new technology and be willing to get up to speed

2.3. Tools and supports

2.3.1. Accessible on-line data bases of resources available in the community to support families

2.3.2. Regular updates on technological innovations and applications in prevention and promotion

2.3.3. On-line data collection and reporting tool (based on Logic Model and OMB PART) to be used by all CBCAP Leads, PSSF, and CAPTA I Leads

**3. Enhance and prepare the human services workforce, including volunteers from elder and immigrant communities.**

3.1. Knowledge

3.1.1. Workforce planning and management

3.1.1.1. Workforce status and projections of available workers and level(s) of unemployment

3.1.1.2. Employment trajectory (e.g., when one starts as a family support worker, what are the options?)

3.1.2. Prevention and promotion strategies/issues

3.1.2.1. Cultural diversity

3.1.2.2. Sexual abuse prevention strategies

3.1.2.3. Trauma-informed practice

3.1.2.4. Protective factors

3.1.2.5. Shaken baby syndrome

3.1.2.6. Importance of early childhood education

- 3.2. Skills
  - 3.2.1. Engage with parents, volunteers, elders, immigrant communities
  - 3.2.2. Engage and retain volunteers and staff
- 3.3. Tools and supports
  - 3.3.1. Consistent training structure
  - 3.3.2. Supervisory structure
  - 3.3.3. Universal baseline standard for performance across services

#### **4. Implement and evaluate existing programs.**

- 4.1. Knowledge
  - 4.1.1. Basic research and evaluation practices and strategies
    - 4.1.1.1. What constitutes evidence?
    - 4.1.1.2. Key methods and designs
  - 4.1.2. Implementation science and practice
    - 4.1.2.1. Aspects of effectiveness of key program types (e.g., fidelity, impact)
- 4.2. Skills
  - 4.2.1. Support effective evaluation
    - 4.2.1.1. Involve parents in design and implementation of evaluation programs
    - 4.2.1.2. Evaluate benefits of complex activities, such as parent leadership, innovative programs, increasing social capital, and systems change
  - 4.2.2. Implement evidence-based programs
  - 4.2.3. Use data to improve practice
- 4.3. Tools and supports
  - 4.3.1. Effective website that provides information about existing programs that are evidence based and evidence informed to reduce duplication and redundancy
  - 4.3.2. Review and feedback on locally-developed data collection tools and evaluation programs
  - 4.3.3. Common, validated evaluation instrument for CAN prevention activities
  - 4.3.4. Information about and access to easily replicated and inexpensive evidence-based prevention programs

#### **5. Influence public policy related to prevention of maltreatment and promotion of healthy families.**

- 5.1. Knowledge
  - 5.1.1. Decision-making processes related to public policy
  - 5.1.2. ACEs study
- 5.2. Skills
  - 5.2.1. Make the case in compelling ways
    - 5.2.1.1. Articulate concisely and cogently the impacts of child maltreatment
    - 5.2.1.2. Mobilize advocates, including parents
    - 5.2.1.3. Speak positively and not punitively
  - 5.2.2. Establish partnerships with others (doctors, scientists, economists, law enforcement, education, and so on)
- 5.3. Tools and supports
  - 5.3.1. Tools to calculate and communicate the financial benefits of child abuse prevention, including savings (services, productive citizens, resilient workers, etc.)
  - 5.3.2. Support in tracking the broader policy landscapes that affect maltreatment (e.g., housing, transportation, unemployment, etc.)
  - 5.3.3. Structure state-wide collaborations among CBCAP leads, PSFF, CAPTA I Leads to address shared issues and to form workgroups on specific issues

## **6. Research and evaluate theory and practice of prevention and promotion.**

- 6.1. Knowledge
  - 6.1.1. Evaluation and research basics (e.g., difference between outcomes and outputs)
  - 6.1.2. Public and private sources of family financial support (funding streams)
- 6.2. Skills
  - 6.2.1. Creative problem solving to innovate and make suggestions
  - 6.2.2. Critical thinking to assess and critique research and evaluation claims
- 6.3. Tools and supports
  - 6.3.1. Unified definitions, indicators, standards across service silos that influence prevention and promotion activities, outputs, and outcomes (i.e., protective factors)
  - 6.3.2. Short list of priority activities across the national network of CBCAP Leads
  - 6.3.3. National research agenda that could be supported by individual CBCAP Lead agencies

## **7. Restructure funding and service delivery infrastructure to focus on prevention.**

- 7.1. Knowledge
  - 7.1.1. Difference between outputs and outcomes
  - 7.1.2. Public and private sources of family financial support (funding streams)
  - 7.1.3. Opportunities to integrate or braid funding streams
- 7.2. Skills
  - 7.2.1. Innovate and make suggestions through creative problem solving
  - 7.2.2. Promote a shared vision that can be operationally implemented
  - 7.2.3. Advocate for systems changes (e.g., community case workers)
  - 7.2.4. Build partnerships to consolidate budgets
  - 7.2.5. Identify and map existing prevention dollars across systems
  - 7.2.6. Connect, integrate among prevention foci
  - 7.2.7. Manage time and tasks effectively
- 7.3. Tools and supports
  - 7.3.1. Integration of funding streams at the federal level
  - 7.3.2.

## **8. Strengthen interdependencies and build partnerships**

- 8.1. Knowledge
  - 8.1.1. Collective impact (recent article in the Stanford Social Innovation Review)
  - 8.1.2. Where coordinated local funding planning takes place to try to influence toward prevention
- 8.2. Skills
  - 8.2.1. Mobilize non-traditional partners to action, volunteerism, and pro-bono assistance
  - 8.2.2. Develop benchmarks to indicate progress and return on investment over time
  - 8.2.3. Develop partnerships
- 8.3. Tools and supports
  - 8.3.1. Logistical support for finding volunteers and matching them to needs
  - 8.3.2. Examples/stories of prevention being woven into a broader community change agenda
  - 8.3.3. Prevention council at the state level
  - 8.3.4. Coherent foundation for action at the national level
    - 8.3.4.1. Federal prevention plan
    - 8.3.4.2. Common national message or program to support—speak the same language
    - 8.3.4.3. Common standards and expectations for outcomes, indicators, desired benchmarks, so everyone can “pull in the same direction”
    - 8.3.4.4. A strong and integrated federal network of partners

## Opportunities for Action

The NAN process and this summary of its findings is intended as a starting point for a conversation across the Preventing Child Maltreatment and Promoting Well-Being: Network for Action. That conversation might begin to prepare the network to adapt to radical changes that may arise in the coming decade. The following questions can inform a productive dialogue as individuals, organizations, and communities across the Network look toward the future:

- What?
  - What evidence of these trends do you see in your community? What additional trends do you observe or anticipate?
  - What current or potential strategies would leverage these trends to strengthen prevention and promotion efforts? Where and how are those strategies currently being implemented?
  - What are the knowledge skills and tools that are currently available to support these adaptive strategies? What are the gaps and how might they be filled?
- So what?
  - So what do these trends contribute to infrastructure, resources, intention, and visibility of promotion and prevention efforts? What does this mean for our individual and institutional choices?
  - So what current strategies prepare for the future and which do not? What might you do to assess and revise current strategies to be better prepared?
  - So what are the particular knowledge, skills, and tools that will prepare you and your organization to move into a promising future?
- Now what?
  - Now what will you do to prepare for and respond to trends?
  - Now what will your organization do to prepare for and respond to trends?
  - Now what will your community do to prepare for and respond to trends?
  - Now what will you do to stay connected to a Network for Action?