

CREATING COLLABORATIVES WITH HIGHER EDUCATION INSTITUTIONS FOR CLASSES, CERTIFICATES, AND DEGREES IN HUMAN SERVICES

Mimi Rudin*

EXECUTIVE SUMMARY

The circumstances that led up to the collaboration between the San Mateo Human Services Agency and the San Mateo Community Colleges were the inevitable changes necessary in the Agency's service delivery model for program services as a result of the federal legislation to implement Welfare-to-Work (welfare reform) and the Workforce Investment Act. The Workforce Investment Act established the One-Stop centers, which brought together a variety of human services providers and employment specialists into one location with the common goal of moving the client into employment as quickly as possible. The elements of the One-Stop centers included job search, job development, assessment, skills training, supportive services, job retention, and staff development.

The San Mateo Human Services Agency (Agency) is a "Work First" county, and in 1997-1998, the Shared Undertaking by the Community to Enable Self Sufficiency or SUCCESS Service Delivery Model was implemented which significantly changed the components of their Welfare-to-Work program by adding the expectation that clients receiving aid and other services were also expected to attend SUCCESS workshops.

The SUCCESS Service Delivery Model significantly changed the way that the San Mateo Human Services Agency was providing services for their clients. It was evident that the change in the service delivery model was going to have a considerable impact on the Agency's staff. The staff was

going to need new skills to meet the needs of their clients. Previously, the focus was on establishing eligibility, now the focus would be changing toward helping the clients move toward self-sufficiency. The focus was now on performing a "family assessment." This meant that the workers would need the necessary training and skills to meet these changes brought on by the change in the Agency's culture and service delivery model.

The Agency joined the State Department of Mental Health and Department of Rehabilitation (DMH/DR) which were developing a statewide collaboration known as the Human Services Educational Collaboration (HSEC). The HSEC would address the training needs of their staff created by similar circumstances and concerns for their clients such as Welfare Reform and managed care for Community Mental Health. A tremendous amount of time and effort was spent in the development of the curriculum that was designed to "empower" the workers with valuable skills, provided them with a set of values that were linked to the SUCCESS Service Delivery Model, and facilitated the change in the Agency's culture to meet the needs of the client.

The first two courses that were developed for the HSEC consortiums were: Introduction to Counseling and Interviewing and Employment Support Strategies. From this approach, blossomed the concept of a certificate program for a "Community Services Specialist" to be offered

*Mimi Rudin is a Support Services Manager, Administration Division, Sonoma County Human Services.

through the Community College system. At about the same time, the Community College Foundation was sponsoring an Interdisciplinary Paraprofessional Development Program (IPDP) certificate program which “created partnerships to offer systematic, expandable, relevant and useful professional development for community-based workers.”

Associated with the IPDP certificate was the Family Development Credential (FDC) Program, which is a comprehensive program designed to help agencies work more effectively with families, foster collaboration, reduce duplication, and provide immediate usable professional development for workers. The FDC Program was developed by Cornell University, authored by Christiann Dean, titled “Empowerment Skills for Family Workers.” The San Mateo Human Services Agency considers the FDC Program and credential process as providing the “values” that help empower the staff to put into practice the principles of the SUCCESS Service Delivery Model.

The benefits of the certificate programs are enormous: 1) the community colleges are increasing their enrollment, providing a new certificate program, and creating career paths in the human services arena. 2) the Community Based Organizations benefit by having access to this new training curriculum with a focus on their business needs. 3) the Agency benefits by offering a staff development program that is customized to meet the needs of the Agency, and by developing a career path that helps to support the philosophy of “grow your own workers”, and 4) the staff benefit by expanding their educational opportunities in higher education.

My recommendation for the Sonoma County Human Services Department is to put together a committee to explore a similar consortium approach toward the development of the Family Development Credential Program in our county. I believe the committee should be comprised of members from these essential stakeholders: Sonoma County’s Human Services Department, Health Department, Human Resources, local Community Based Organizations, and our local community college, Santa Rosa Junior College.

CREATING COLLABORATIVES WITH HIGHER EDUCATION INSTITUTIONS FOR CLASSES, CERTIFICATES, AND DEGREES IN HUMAN SERVICES

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The BASSC project that I selected to explore is the collaboratives that have been developed between the San Mateo Human Services Agency and the San Mateo Community Colleges.¹ The dictionary defines collaborate as “to work jointly with others or together especially in an intellectual endeavor, and to cooperate with an agency or instrumentality with which one is not immediately connected.” Taking this approach allows for multiple resources to jointly tackle a problem/opportunity that will benefit all the parties involved. This was certainly the case when the San Mateo Human Services Agency decided to join forces and collaborate with the San Mateo Community Colleges to develop a curriculum that would provide the staff with enhanced service delivery skills and career opportunities, as well as provide the local community colleges with the student population to provide an enhanced curriculum.

BACKGROUND AND HISTORY

The circumstances that led to the collaboration between the San Mateo Human Services Agency and the San Mateo Community Colleges were the inevitable changes necessary in the Agency's service delivery model for program services as a result of the federal legislation to implement Welfare-to-Work (welfare reform) and the Workforce Investment Act. The Workforce Investment Act along with the “Work First” component of the act, overhauled the Greater Avenues to Independence (GAIN) Program by requiring Temporary Assistance

to Needy Families (TANF) recipients to participate in work activities as a condition of eligibility (along with the component of sanctions if they did not participate) rather than having the option to attend training and educational programs in lieu of employment at a later date. The Workforce Investment Act established the One-Stop centers, which brought together a variety of human services providers and employment specialists into one location with the common goal of moving the client into employment as quickly as possible. The elements of the One-Stop centers included job search, job development, assessment, skills training, supportive services, job retention, and staff development.

The San Mateo Human Services Agency is a “Work First” county, and in 1997-1998, the Shared Undertaking by the Community to Enable Self Sufficiency (SUCCESS) Service Delivery Model was implemented which significantly changed the components of their Welfare-to-Work program by adding the expectation that clients receiving aid and other services were also expected to attend SUCCESS workshops. The SUCCESS Service Delivery Model included:

- *Single Point of Entry* – Families and individuals would only have to tell their story one time. The entry points included community centers, community based organizations, school based centers, Human Service Agency's Service Centers, and other participants.

¹Research information for this case study included handouts, brochures, literature, compiled by and about the collaboration project between the San Mateo Human Services Agency, San Mateo Community Colleges, State Department of Mental Health, and the State Department of Rehabilitation, and the “Worker Handbook, The Comprehensive Curriculum of the New York State Family Development Credential,” by Christian Dean.

- *Screening and Assessment* - Families and individuals in need receive a comprehensive strength-based assessment to identify personal abilities and relevant experiences as well as other family and community members who could be of assistance in helping the family to move quickly to self-sufficiency.
- *Simplified Eligibility Regulations* - The eligibility regulations were streamlined for both the client and the agency.
- *Work First* - Most TANF and GA adults will immediately enter a Work First component, which is designed to move them into employment as quickly as possible.
- *Family Self-Sufficiency Team* - Families and individuals with either acute or long standing barriers to self-sufficiency will be served by the FSST which will provide case management and specialty services through an assigned Primary Case Manager.

The SUCCESS workshops were designed as a “strength-based” approach to relating with clients, rather than a “deficit-based” approach with the intention of moving the clients into employment as quickly as possible. The strength-based approach is designed to identify the client’s personal abilities and relevant experiences as well as other family and community members (CBO’s, etc.) who could be of assistance in helping the client to move quickly to self-sufficiency.

The SUCCESS Service Delivery Model was going to significantly change the way that the San Mateo Human Services Agency was providing services for their clients. It was evident that the change in the service delivery model was going to have a considerable impact on the Agency’s staff. The staff was going to need new skills to meet the needs of their clients. Previously, the focus was on establishing

eligibility, now the focus would be changing toward helping the clients move toward self-sufficiency. What did this mean? It meant that the traditional model of establishing eligibility, or determining if a client was eligible for TANF or General Assistance was taking on a whole new focus.

At about the same time, the State Department of Mental Health and Department of Rehabilitation (DMH/DR) were developing a statewide collaboration know as the Human Services Educational Collaboration (HSEC) addressing the training needs of their staff created by similar circumstances and concerns for their clients such as Welfare Reform and managed care for Community Mental Health. It became evident to the HSEC consortium that the scope of their undertaking expanded beyond the DMH/DR departments; here was an opportunity to partner with other agencies such as Human Services and the local community colleges to provide employment and career advancement opportunities in the Human Services arena. Additionally, it would provide a training curriculum for their staff that would meet the needs of the widespread changes affecting the various agencies and their clients. The common concerns and challenges shared by the HSEC consortium were:

- More effective job development and employer partnerships.
- Increased employment outcomes.
- Greater job retention rates.
- Upgraded skills for support staff.
- Resource development.
- Greater client involvement in the delivery of services.

MAJOR ACTIVITIES

The HSA focus was now on performing a “family assessment.” This meant that the workers would

need the necessary training and skills to meet these changes brought on by SUCCESS Service Delivery Model. The workers needed skills in the area of interviewing, counseling and active listening, to name a few. Workers would now be expected to do “family assessments,” which meant they needed the skills to become proficient at 1) interviewing the client, 2) building the trust of the client, 3) listening to the client, 4) being sensitive to the client’s needs, 5) responding appropriately to client once he/she revealed “information” to their worker, 6) becoming knowledgeable about the resources available to the client within: a) the agency, b) other agencies within the county, c) community based organizations, and 7) identifying clients’ skills and abilities, in order to make a recommendation for a job search based on all of this criteria. It was also recognized that the further into the SUCCESS Service Delivery Model, as the workers began working with the “hard to serve” client population, the focus on the full integration of available services would be critical to the success of the client to move toward self-sufficiency.

A tremendous amount of time and effort was spent in data collection of the training needs and activities of the HSEC consortium and the San Mateo Human Services Agency. This was done in an effort to develop a curriculum that was designed to “empower” the worker in a way that developed the workers’ skills, provided them with a set of values that were linked to the SUCCESS Service Delivery Model, and facilitated the change in the Agency’s culture to meet the needs of the client. The core values that were developed for the curriculum and were intended to be catalyst from which the instructors delivered their curriculum were:

- Belief in the employment and educational potential of all persons.

- Commitment to a client driven approach to service.
- Focus on strengths.
- Coordinated services.
- Appreciation of diversity.
- Community wide responsibility.

PLANNING/IMPLEMENTATION

The first two courses that were developed for the HSEC consortium were: Introduction to Counseling and Interviewing and Employment Support Strategies. From approach blossomed the concept of a certificate program for a “Community Services Specialist” to be offered through the Community College system (see attachments). At about the same time, the Community College Foundation was sponsoring an Interdisciplinary Paraprofessional Development Program (IPDP) certificate program which “created partnerships to offer systematic, expandable, relevant and useful professional development for community-based workers.”

Associated with the IPDP certificate was the Family Development Credential (FDC) Program (see attachment), which is a comprehensive program designed to help agencies work with families more effectively, foster collaboration, reduce duplication, and provide immediate usable professional development for workers. The FDC Program was developed by Cornell University, authored by Christian Dean titled “Empowerment Skills for Family Workers.” In 1997, the State of New York “made a commitment to train all frontline family workers, including interagency collaborative partners, in the Family Development Credential Program over the next five years.”

FINDINGS/OUTCOMES

Three years after the FDC Program was implemented in New York, an evaluation of the program was conducted and the program was found to be extremely successful. The preliminary results indicated the following:

- Families increased their confidence, self-reliance, and goal setting.
- Family worker trainees gained an ability to form mutually respectful relationships with families; assisted people in setting their own realistic goals, and how to make plans to reach those goals.
- Agencies experienced lower staff turnover and increased efficiency.

Additionally, New York State concluded “offering the interactive training sessions to a diverse group of participants has tremendously enhanced interagency collaborative efforts.”

The Family Development Credential’s philosophy is for: participants to learn how to establish mutually respectful partnerships with families, and pursue a solutions-focused approach so that families can use their own strengths to reach their goals. The ten modules address:

- Family development: A sustainable route to healthy self-reliance.
- Building mutually respectful relationships with families.
- Workers self-empowerment.
- Communicating with skill and heart.
- Cultural competence.
- Ongoing generative, assessment.
- Home visiting.
- Helping families access specialized services.
- Facilitating family conferences, support groups and community meetings.
- Collaboration.

The San Mateo Human Services Agency considers the FDC Program and the credential process as providing the empowerment “values” that enable the staff to put into practice the principles of the SUCCESS Service Delivery Model. The Agency has incorporated the FDC Program into their certificate programs. Similar to the State of New York, the San Mateo Human Services Agency offers the classes at their offices. The classes are open to their staff as well as the staff within the local community, which includes many of the community based organizations in and around San Mateo County. The community colleges in San Mateo County now offer the Human Services Certificate Program, which can lead to degrees and/or certificates in other human services arenas. The benefits of the certificate programs are enormous: 1) the community colleges benefit by increasing their enrollment, and by providing a new certificate program and career path in the human services arena, 2) the community based organizations benefit by having access to this new training curriculum with a focus on meeting their business needs, 3) the agency benefits by offering a staff development program that is customized to meet the needs of the agency, by developing a career path for staff that helps to support the philosophy of “grow your own workers”, and 4) the staff benefit by expanding their educational opportunities in higher education.

The instructors who deliver the certificate programs are primarily professionals in the field of human services. Additionally, staff from the San Mateo Human Services Agency who have Master’s degrees in Social Work participate in the instruction and critique of the “portfolio development” associated with the coursework and certificate program.

The San Mateo Human Services Agency was the first agency to deliver the FDC certificate program

in California. In March, 2000, Christian Dean conducted a "Train the Trainer" session at Cabrillo College, training one participant from the College of San Mateo and two staff development employees from the San Mateo Human Services Agency. Funding for the development and delivery of the certificate programs was primarily provided by the San Mateo Human Services Agency budget process and associated training funds.

HOW THE PROGRAM IS EVALUATED

The program will continue to be evaluated by all members of the consortium. Additionally, each graduating class will continue to meet as a group on a quarterly basis for support and updates. If other training needs are identified, they will be addressed at that time. The first graduating classes (two classes with 25 students per class) of the Family Development Credential was on May 2, 2001.

CONCLUSION

San Mateo Human Services Agency has made significant strides in staff development and empowering their workers to provide services that are family-focused and that meet the needs of both the agency and the client. The knowledge and skills necessary for today's Human Services paraprofessional have continued to expand. Taking the collaborative approach that the San Mateo Human Services Agency has done through the HSEC consortium appears to be a win-win solution.

The San Mateo Human Services Agency stated "The ultimate impact of the Family Development Credential Program in San Mateo County will be upon the families that we all serve. They will be served by staff who work with each other in a multi-disciplinary, interagency collaborative effort to

reduce duplication and to streamline services to enhance the family's strengths in achieving self-sufficiency."

RECOMMENDATION FOR SONOMA COUNTY

I believe that the Family Development Credential Program is aligned with the Sonoma County Human Services Department's mission, vision, and values. Our director, Dianne Edwards, has stated "Our mission is to improve the quality of life for members of our community, through a variety of services. We work in conjunction with other county departments and community organizations to serve an estimated one in nine Sonoma County residents. The more than six hundred employees of our department deliver programs designed to address complex issues such as poverty, homelessness, domestic violence, and abuse of children and the elderly."

Therefore, my recommendation for the Sonoma County Human Services Department is to put together a committee to explore a similar consortium approach toward the development of the Family Development Credential Program in our county. I believe the committee should be comprised of managers from these essential stakeholders: Sonoma County's Human Services Department, Health Department, Human Resources, local Community Based Organizations, and our local community college, Santa Rosa Junior College. I acknowledge involvement of other stakeholders such as the unions within our organizations is essential. We have opportunities to explore funding for the committee/consortium based on the combined budgets of the departments, the county's tuition reimbursement program, and other funding opportunities that can be leveraged to finance this program.

This recommendation comes after: a) reviewing all of the material, b) observing several sessions/classes in the FDC Program in San Mateo, c) meeting with staff from San Mateo Community College, d) dialog with several of the agency's instructors of the FDC Program, e) participation in the BASSC Executive Development Program, and gathering all of the information to put together this case study.

ACKNOWLEDGEMENTS

I am very appreciative of the San Mateo Human Services Agency and their staff for sharing their information about the collaboration, their SUCCESS Service Delivery Model, and the various certificate programs. I appreciated the opportunity to participate in several classroom activities, which gave me insight into the coursework, and classroom dynamics that occur when the student population, presentations, and activities include more than just the agency's perspective. They were very generous with their time, information and knowledge, which I greatly appreciated.

**COLLEGE OF SAN MATEO
HUMAN SERVICES PROGRAM**

Attachment I

The Human Services Program at College of San Mateo is designed to train personnel to provide value-based services for individuals and families in need of temporary, social, health, or economic assistance. The program prepares students for various social service positions, such as mental health case manager, job coach/employment specialist, intake specialist, community health worker, and various other jobs in human service agencies.

CERTIFICATE PROGRAM - HUMAN SERVICES CORE REQUIREMENTS

	Units
HMSV 100 Introduction to Human Services	3.0
HMSV 110 Introduction to Counseling and Interviewing	3.0
HMSV 115 Introduction to Case Management	3.0
HMSV 120 Public Assistance and Benefits Programs	1.0
COOP 641 Human Services Work Experience	3.0
	<hr/> 13.0

ELECTIVES (SELECT 12 UNITS FROM THE FOLLOWING)

Administration of Justice	100, 102, 108, 125
Anthropology	110, 120, 180
American Sign Language	111
Business	401
Business/Windows	105
Career & Life Planning	133, 140, 141, 142
Ethnic Studies	101, 102, 161, 261, 262, 360, 430
Human Services	130, 131, 150, 151, 262, 264
Health Science	100, 105, 109, 111, 112, 113
Psychology	100, 108, 200, 201, 300, 410
Sociology	100, 105, 141, 200, 300, 391
Social Science	301, 303, 304, 307, 309, 310, 313, 314
Speech	120, 140, 150, 180

Total Certificate Units: 25

further information call Tim Stringari (650) 574-6193

CAÑADA COLLEGE
HUMAN SERVICES PROGRAM
UPCOMING CLASSES

SUMMER 2000

HMSV 100 Introduction to Human Services Mon & Wed 6:00 - 10:00pm
3 Units
Visconti

FALL 2000

HMSV 100 Introduction to Human Services Thursdays 6:30 - 9:30pm
3 Units
Nosal

● HMSV 110 Introduction to Counseling and Interviewing Tuesdays 6:30 - 9:30pm
3 Units
Stringari

HMSV 120 Public Assistance and Benefits Saturdays (Oct 14 & 21) 8:00 - 5:00pm
1 Unit
Ward

*HMSV 151 Current Trends in Psycho-Social Rehabilitation Tues & Thurs 12:30 - 2:10pm
3 Units
Staff
CSM Campus

HMSV 680 Serving Diverse Populations Mondays 6:30 - 9:30pm
3 Units
Rodriguez

* Note: this class will be held at CSM.



**HUMAN SERVICES CERTIFICATE PROGRAM
2000 Catalogue**

CAREER OPPORTUNITIES

The Human Services Program prepares students for various paraprofessional fields, such as mental health case manager, job coach-employment specialist, social service intake specialist, community health worker, and other entry-level human services agency positions. Graduates of the program can expect to work as entry-level employees under the direct supervision of social workers and other human services professionals in public and non-profit agencies.

CORE REQUIREMENTS (Units)

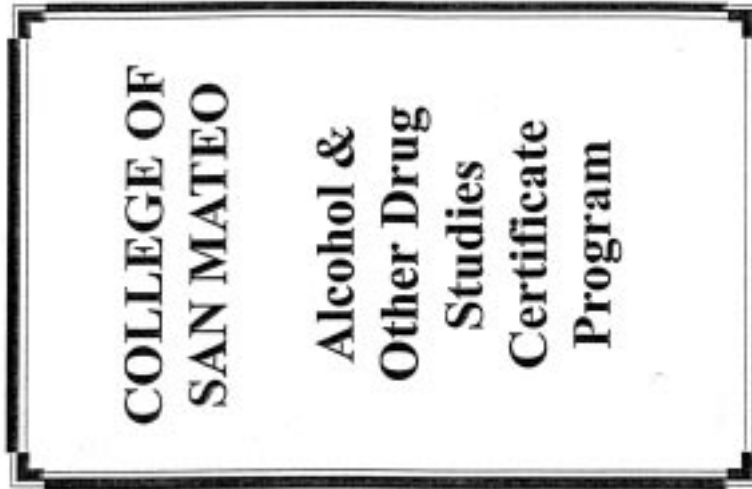
HMSV100	Introduction to Human Services	(3.0)
HMSV110	Introduction to Counseling and Interviewing	(3.0)
HMSV115	Introduction to Case Management	(3.0)
HMSV120	Public Assistance and Benefits Program	(1.0)
BUS430	Computer Applications	(1.5)
COOP670	Cooperative Education/ Work Experience or	
COOP672	Cooperative Education: Internship	<u>(3.0)</u>
		14.5

ELECTIVES

(SELECT 12 UNITS FROM AMONG THE FOLLOWING)

BUS108	Business Writing and Presentation Methods	(3.0)
ECE201	Child Development	(3.0)
ECE212	Child, Family, and Community	(3.0)
ECE223	Infant Development	(3.0)
HMSV130	Employment Support Strategies	(3.0)
HMSV131	Job Development	(3.0)
HMSV150	Rehabilitation and Recovery	(3.0)
HMSV151	Current Trends and Issues in Psychosocial Rehabilitation	(3.0)
HMSV680	Serving Diverse Populations	(3.0)
HMSV680WA	Volunteer Management	(0.5)
HMSV680WB	Community Resources: Information & Referral	(1.0)
PSYC106	Psychology of Ethnic Minorities	(3.0)
SOSC250	Mexican American Culture	(3.0)
SOCI105	Social Problems	(3.0)
SOCI141	Understanding Diverse Racial /Ethnic Cultures	(3.0)
SPCH120	Interpersonal Communication	<u>(3.0)</u>
		12.0

TOTAL UNITS: 26.5



FOR MORE INFORMATION CONTACT/
ANGELA R. STOCKER, PROFESSOR
(650) 574-6465

College of San Mateo

Alcohol and Other Drug Studies Certificate Program
1700 W. Hillsdale Blvd.
San Mateo, CA 94402

Peer J. Landsberger, President

BOARD OF TRUSTEES
San Mateo Community College District

Karen Schwarz, President
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PHILOSOPHY

The program is designed for students, professionals and specialists to acquire education, knowledge, skills, strategies and training to prevent initial drug use, education about drug use and abuse, and techniques for intervention, treatment and recovery from drug abuse and dependency. The program addresses the needs of the community for trained alcohol and other drug prevention specialists to work and volunteer in both the public and private agencies in the Bay Area. Students may serve in positions of community service in in-patient and outpatient treatment programs, detoxification units, crisis interventions/prevention programs in the schools and community.

The curriculum prepares the student with the skills and information to work with the alcohol and other drug dependent population, the family and the employer of the chemically dependent. Students who fulfill the course requirements will have a broad-based knowledge of chemical dependency and extensive understanding of individual, group and family counseling skills.

The Alcohol and Other Drug Studies Certificate requires 36 units of course work (30 units of specialized course work and 6 units of Psychology and Sociology). The curriculum may be completed in two years. The course of study has been established as an official major leading to an Associate of Science Degree in Social Science upon completion of the General Education requirements. The state accredited program meets the academic requirements for a professional credential from alcohol and the other drug professional organizations in California.

What IPDP Is All About . . .

The Interdisciplinary Paraprofessional Program creates self-sustaining systems that support the development of community-based workers for human services. This program offers:

- Partnerships with community colleges, universities, agencies, community-based organizations and others to build community capacity for self-direction
- Linkage to universities to further human services students and workers in interdisciplinary educational and career development
- A unified approach to human services that develops the skills and competencies needed by all workers
- A method for agencies to efficiently build highly competent work forces
- A community-based collaborative process that improves and enriches service delivery in a timely way
- Recognition and mobilization of the strengths and resources of communities and their members

Community College Foundation
Division of Human Development and
Youth Leadership Services
Interdisciplinary Paraprofessional
Development Program

Sheila Anderson
Lorraine Lima
14156 Magnolia Boulevard, Suite 101
Sherman Oaks, CA. 91423

818 501 1949
818 501 1944 fax

www.communitycollege.org

"If our workers do with fewer and youth is key to getting community-wide success, improved outcomes for youth and families. You can know all the social programs that are out there, programs that prove to be effective, but if people don't have the skills and ability to apply what they know, it's going to fail. They're at the front line. They're closer."

A quote from the FPC outcome evaluation

Funded by Stuart Foundation
San Francisco, CA

The Family Development Credential

"A human services model that builds upon family strengths."

Attachment V



Brought to you by the
Human Services and
Youth Leadership
Division

Background

All communities have enormous strengths. When members of a community are in need, families and neighbors can offer powerful durable support for lasting change. The Community College Foundation has sponsored, since 1996, the Interdisciplinary Paraprofessional Development Program (IPDP). This program creates partnerships to offer systematic, expandable, relevant and useful professional development for community-based workers. IPDP is thrilled to announce a new partnership. In collaboration with the originator of the New York State Family Development Training and Credential, we bring this powerful program to the west coast.

What Is FDC

The Family Development Credential (FDC) is an interagency strategy that focuses on teaching frontline workers to use a well-researched, empowerment oriented family support model of practice. Workers learn the skills and competencies necessary to build partnerships with individual families to attain healthy self-reliance and interdependence. FDC's process helps agencies work with families more effectively, fosters collaboration, reduces duplication and provides immediately usable professional development for workers.

Earning a Credential

Students and frontline workers from public and non-profit systems:

- Participate in 110 hours of highly interactive workshops based on adult learning principles by attending classes lead by community-based trainers in collaboration with local community colleges
- Develop portfolios that include reflections on their learning and reports of "skills practice." Field advisors provide one-on-one and group mentoring as trainees complete their portfolios
- Take an exam offered by a 4-year university

What Is Included in the FDC Process

The FDC process is comprehensive. Developed by Cornell University, authored by Christianity Dean, *Empowerment Skills for Family Workers* consists of three documents:

- *Worker Handbook* – the core of the curriculum, 321 easy-to-read pages
- *Trainers Manual* – easy-to-use guide to over 110 hours of interactive training sessions, 534 pages
- *Field Advisor's Manual* – for FDC field advisors to assist workers in doing skills practices and preparing for completing the FDC credential

FDC's 10 Core Competencies

Participants learn how to establish mutually respectful partnerships with families, and pursue a solutions-focused approach so that families can use their own strengths to reach their goals. Ten modules address:

- Family development: A sustainable route to healthy self-reliance
- Building mutually respectful relationships with families
- Workers self-empowerment
- Communicating with skill and heart
- Cultural competence
- Ongoing generative, assessment
- Home visiting
- Helping families access specialized services
- Facilitating family conferences, support groups and community meetings
- Collaboration

FDC's Outcomes to Date

Findings from an evaluation following the third year of program implementation included:

- Families increased confidence, self-reliance, goal setting
- Trainees gained ability to form mutually respectful relationships with families; assisted people in setting their own realistic goals and make plans to reach goals
- Agencies experienced lower staff turnover; increased efficiency