National Training and Development Curriculum
FOR FOSTER AND ADOPTIVE PARENTS

NTDC Initial Design and Implementation Plan (IDIP)

Introduction to the IDIP

The Initial Design and Implementation Plan (IDIP) is a document that serves as a tool for a site to thoughtfully and strategically plan for successful implementation of NTDC. Upon completion of the IDIP, the site will have a comprehensive document that guides the implementation of NTDC, supports the use of NTDC to address the needs of parents who are fostering or adopting, and outlines the steps that need to be taken to ensure that the intervention is delivered in the way that it was designed.

If done well, an IDIP has many benefits, including the promotion of a well-developed, logical approach to implementation and the description of strategies to address on-going implementation issues that may arise. Planning activities provide the process for thinking through the critical components of implementation, allowing for anticipation of possible barriers and the steps to address them; and developing a common understanding of how the identified program goals will be achieved. In addition, the plan can serve as a communication tool with leadership to promote buy-in and sustain support.

Implementing NTDC

A. **Goal**

The **National Training and Development Curriculum for Foster and Adoptive Parents** (NTDC) is a state-of-the-art training program to prepare foster and adoptive parents to effectively parent children exposed to trauma, separation and loss and to provide these families with ongoing skill development needed to understand and promote healthy child development.

The NTDC prepares people to be successful at fostering or adopting by providing them with the information and tools needed to parent a child who has experienced trauma, separation, or loss. Additionally, once parents have a child in their home, the NTDC helps parents continue to build skills by giving them access to information and resources as their child ages and enters new developmental stages. Participants in NTDC will have the opportunity to:

- Practice important parenting skills through the use of case scenarios and other individual and small group exercises strengthening and building essential skills, confidence and competence for those who wish to foster and/or adopt.

- Benefit from the experiences of those who have already successfully fostered and/or adopted, through the use of videos and podcasts using lived experience voices.
- Hear the voices of young adults who were fostered and/or adopted and what they want those who are considering fostering or adopting to know.
- Learn the characteristics of parents that are associated with successful fostering and adoptive families and how these characteristics apply and are interwoven into the NTDC curriculum.

What need / problem is the site attempting to address by participating in the NTDC?

B. Theory of Change

By using a state-of-the-art curriculum for foster/adoptive parents that includes intensive preparation and ongoing development components, then:

- Families will be better prepared to determine their ability and capacity to parent and/or explore additional supports, resources, or training that is needed to gain the capacity to parent; and
- Families will increase their knowledge and be able to understand and respond to the unique needs of children placed in their care.

If families increase their knowledge about the needs of the children placed in their care and have a better sense of their own capacity, then:

- Families will be more likely to provide stable and nurturing placements and support the permanency planning process; and
- Families will have increased capacity to meet the children's current needs and the ability to continue to develop capacity to meet the children's changing needs

Then foster and adoptive families will be better prepared to facilitate and support healing and recovery, and also promote the social and emotional well-being of children who have experienced early adversity and trauma.

C. Target Population

NTDC is be designed for families who want to foster and/or adopt children through the public child welfare system. The curriculum has also been adapted so that it is pertinent to the following groups:

❖ Families who adopt via the intercountry or private domestic adoption process
❖ Kinship caregivers
❖ American Indian Alaska Native foster and adoptive parents

Clearly define the target population to whom the site will be providing training. Consider the following eligibility and exclusionary criteria:
- Geographic service areas
- Types of families that will go through NTDC (i.e. kinship families, foster parents, adoptive parents, foster or adoptive parents from a tribal nation, families who adopt privately outside of the child welfare system).
- Estimate of the total number of prospective parents that will be served by the NTDC each quarter/year

D. Outcomes

When NTDC is implemented, it is anticipated that the following outcomes will be achieved:

Short-term outcomes: A state-of-the-art training program that prepares/develops foster and adoptive parents' capacity and equips them to meet needs of children in their care as evidenced by: 1) Increased % of families who feel prepared to care for children placed in their homes, 2) Increased % of families who understand the impact of trauma, 3) Increased knowledge in core competency areas, 4) Increased self-awareness in determining ability to foster/adopt, 5) Increased access to training and supports after pre service training, and 6) Increased knowledge of intervention strategies utilized to address mental health, emotional and behavioral challenges children may exhibit.

Long-term outcomes: The long-term outcomes are improved placement stability, improved permanency rates, and increased child and family well-being.

Add any additional desired outcomes based on CFSR, PIP, and other policy / practice goals

E. Philosophy, Values, and Principals

Describe how NTDC fits with current initiatives, strategic plans, and values of the site.

F. NTDC Enrollment

Describe how participants will be identified, selected or recruited to participate in the NTDC.

Consider the following:

- How will prospective families be oriented to the curriculum and encouraged to participate in all aspects?
- What information do families need prior to participating in NTDC?
- Are there special supports you plan to provide to prospective parents such as meals, child care, and transportation?

Please describe any anticipated issues that may prevent enrollment from occurring as planned and how these challenges might be addressed.

G. Curriculum Components:

The NTDC is comprised of three components:

- **NTDC Self-Assessment -** The curriculum includes an on-line self-assessment that is completed before the training begins and after the curriculum is completed. The assessment is constructed through a culturally sensitive lens. The assessment is for parent use only and is designed to help participants who are not yet foster or adoptive parents to determine if they have characteristics and competencies shown to be effective in working with caring for children who have experienced trauma, separation and loss. The components of the self-assessment are woven throughout the classroom-based training and is a critical element to the curriculum. The assessment can be completed electronically and takes approximately 1 hour.

  - When and how will participants be informed of the self-assessments?
  - Who and how will the site follow-up with participants who have not completed the self-assessment prior to starting classroom-based training?
  - Identify the barriers that may exist to having participants complete the self-assessment (lack of access to connectivity, lack of access to a device).

- **Classroom-Based Training**: The curriculum includes foundational information that is critical in effectively parenting children who have experienced trauma, separation and loss. The training is interactive and reflects current knowledge of adult learning.

In addition to non-relative parents who want to foster and/or adopt through the child welfare system, the curriculum will also be applicable for kinship caregivers, families who adopt via the intercountry or private domestic process, and American Indian Alaska Native parents who want to foster/adopt. Each theme will include 'break out sections' that will help to ensure that the content in the theme is applicable to these target populations.

Also, a part of the classroom component:

- **Online Courses:** There are two themes that are intended to be completed online outside of the classroom (Expanding Your Parenting Paradigm and Overview of the Child Welfare System).
- **Prework:** Each classroom-based theme includes 30 minutes of prework which include a podcast with questions for participants to consider and sometimes a video or an article that families are asked to review and reflect upon in preparation for the upcoming class. There is time allotted in the classroom to review the prework; connecting it to the material being discussed that day.

While the NTDC training curriculum thoroughly covers an extensive number of topics, it is possible site-specific policy and/or regulations will require that additional information be shared with participants. Review the curriculum and consider any adaptation or development work that will need to be done to ensure that the curriculum meets the training requirements of the state, county, territory or tribal nation. Consider the following:

o Who can do a crosswalk to compare the NTDC themes with what is required in the site's policy and/or regulation?
o Who is responsible for reviewing the NTDC content and identifying any topics that may need to be added and/or excluded?
o Who is responsible for creating the additional content, if needed?
o Identify the barriers that may exist to having participants participate in the classroom-based training. If any, how will they be addressed?

- **Right-Time Training:**

The right-time training includes additional themes that are not covered in the classroom that will provide participants with tools and information they need along the journey. Each right-time theme is approximately 1 hour and includes: 1) Video, 2) Key points/tip sheet, 3) Discussion guide, 4) Questions and answers,

5) My story podcast and 6) Resources. This component of the curriculum allows participants to guide their own continued learning and obtain information at the time they need it.

- o How will participants who are taking NTDC be informed and oriented to the right-time component?
- o How will the site utilize the right-time training for parents who are already fostering or adopting (e.g., through webinars, support groups, visits with the worker, etc.)?
- o What barriers exist in having participants access the right-time training? If any, how will they be addressed?

H. Materials

NTDC makes the following materials available to users:

- Curriculum
  - o Self-Assessment
  - o Classroom-Based Materials
  - o Right-Time Training
- Facilitator Training Manual
- PPTs, Videos and Podcasts
- Participant Resource Manual and handouts for the classroom-based training
- Program Evaluation Materials (skills checks, pre-test, post-test)

NTDC users will have access to the following to ensure that the NTDC training is being trained as intended:
- Facilitator fidelity survey
- Supervisor observation survey

Sites will need to make the materials available to facilitators and participants.
- o Who will be responsible for replicating the materials?
- o How will the expense associated with replicating the materials be covered?
- o Will materials be available online, on paper, or both?
- o If materials are being administered via the internet or online, how will families who don't have connectivity be supported?
- o Will trainers have access to projectors, screens, computers, DVD players, speakers and other materials needed to facilitate the training?
- o Identify the barriers that may exist to accessing and/or providing materials. If any, how will they be addressed?

I. **Implementation Supports**

Implementation supports are the system's existing capacity to support the delivery of NTDC, as well as work that needs to be done to develop supports that are not currently available. Please include discussion about any anticipated concerns and strategies for addressing them.

- ***Facilitators and Other Staff***: Delineate the responsibilities and qualification of staff and facilitators who will either administer or facilitate NTDC. Address criteria needed to select, recruit, and retain staff/facilitators as well as the number of staff/facilitators needed. Please note that NTDC recommends a two-facilitator model of training that includes a professional and a parent.
  - Any barriers to obtaining appropriate facilitators as outlined in the NTDC best practice document?
  - What are the responsibilities of the facilitators supporting the delivery of the self-assessment, classroom-based training and right-time training?
  - How many facilitators are needed to train NTDC?
  - Will existing trainers be used to facilitate NTDC?
  - What qualifications and characteristics will facilitators need to have to train NTDC?
  - What is the process for recruiting and selecting facilitators?
  - Will the site be able to support a two-facilitator training model? If yes, does the site have a pool of parents that are used to co-train with professionals. If not, how will parents be recruited?
  - Is compensation provided for facilitators?
  - Do staff other than facilitators such as managers, supervisors, or support staff need to be hired or re-assigned to support the administration of NTDC?
  - Are there barriers to recruitment of facilitators or staff? If yes, how will these be addressed?

- ***Training, Coaching and Supervision of the facilitators***: Address how facilitators will be trained to facilitate the curriculum and how professional and parent facilitators will receive supervision and coaching.
  - Who needs to attend the train the trainers?
  - How many days will be allocated to train facilitators?
  - What needs to be done to ensure that facilitators can attend the train the trainers?
  - Who will conduct the training for facilitators?
  - Where will the training take place?
  - Overtime, how will you ensure that facilitators are motivated and committed to training?

- What is the plan for providing supervision or coaching for facilitators on an on-going basis?
- Consider whether there are staff that support families on an on-going basis, such as caseworkers, permanency specialists, etc. that need to be trained in some capacity on NTDC so that they can assist families as needed.
- Are there barriers to training, coaching, or supervision? If yes, how will these be addressed?

- **Fidelity:** Indicate if any measures or protocols to assess implementation of essential functions and core components of NTDC need to be developed.
  - Are there other systems or tools in place other than those provided by NTDC to ensure that the training is being delivered as intended?
  - Will the site monitor fidelity using the NTDC tools? If yes, will facilitators be responsible for completing a survey for each theme? If no, how often will it be required? How will fidelity surveys be completed and submitted (online, paper, etc.)
  - Who will be responsible for analyzing the fidelity survey data?
  - If training is not being delivered as intended, how will this be addressed with the facilitator?
  - Are there barriers to fidelity? If yes, how will these be addressed?

- **Policies and Procedures**: Indicate if policies and procedures need to be created or adapted to support the implementation or use of NTDC.
  - What policies or procedures need to be created or modified?
  - Who needs to be engaged in the development or adaptation process? Are there barriers to developing needed policies and procedures? If yes, how will these be addressed?

- **Data Systems:** Indicate any hardware or software needs to manage information related to implementation and program administration.
  - Is new hardware and software required, or are modifications needed to collect and manage information related to NTDC implementation or program administration?
  - Are there anticipated barriers to accomplishing any modifications or acquisitions?

- **Leadership:** Indicate current status of state, county, and local leadership buy-in and where further engagement may be needed.
  - What type of support is needed from leadership?

- o Who are the "leaders" who have bought in to NTDC?
- o Is there a leader who will serve as champion for the project?
- o Who will be responsible for communicating with leadership?
- o How will leadership be kept apprised of issues and progress (progress reports, meetings, etc.)?
- o Are there barriers to necessary leadership? If yes, how will these be addressed?

- *Stakeholders:* Are there critical stakeholder or partners who need to be engaged such as child welfare and mental health professionals, community mental health staff, training entities, private providers, state IT staff, casework or support specialists, parent groups/organizations?
  - o What is the expectation for these stakeholders with respect to supporting NTDC?
  - o Which of these stakeholders is on-board and which of these stakeholders still need to be engaged?
  - o What is needed to engage these partners?
  - o How will the stakeholders be informed of this curriculum?
  - o How will stakeholders be communicated with on an on-going basis?
  - o Are there barriers to recruitment of facilitators or staff? If yes, how will these be addressed?

J. NTDC Intervention Specific Work Plan

An NTDC specific work plan should be created to delineate the developmental activities that need to occur before the first participants can be served. These tasks will support the development of implementation supports as well as the implementation of NTDC. The following details should be captured on the work plan: Activity, Responsible Team/Person, Start Date and End Date.

Consider the following:

- o Who needs to be involved in the development of the plan?
- o Who will monitor the plan?

K. Evaluation:

NTDC has been rigorously evaluated and findings from the evaluation have informed the design of the curriculum. While not imperative, NTDC encourages sites to conduct an evaluation to determine if short- and long-term outcomes are being met and to ensure that the intervention is being implemented as intended. The rigor of the evaluation

should be determined by the site. NTDC has created materials that are designed to support process and outcome evaluations.

- **Process Evaluation:**
  The following NTDC measures can be used to support a process evaluation:

  - Self-Assessment
  - Skills checks
  - Trainer fidelity survey
  - Right-time training pre and post-tests
  - Trainer satisfaction survey (completed after train the trainer)

- **Outcome Evaluation:**
  The following measures can be used to evaluate the achievement of short-term outcomes:

  - NTDC pre-test
  - Theme specific post-tests
  - Right-time training pre and post-tests

  In addition, sites can assess long term outcomes by looking at data from:
  - AFCARS

- **Other evaluation considerations:**
  In addition to the target population, outcomes, fidelity, and enrollment described above, the following evaluation components need to be considered:

  - **Comparison Group**
    If you are going to conduct an outcome evaluation, consider whether there will be a comparison group. Describe the criteria for selecting your comparison group, and any anticipated concerns or processes that need to be developed for the comparison group. Please describe services as usual as they will be provided to the comparison group.

  - **Logic Model**
    Consider developing a logic model that illustrates the conceptual linkages between core components and your selected intervention, expected outputs, and short-term and long-term outcomes. Use the logic model to explain how

specific activities or services are expected to produce or influence their associated outcomes.

- **Data Collection**
  Describe the process for collecting information related to implementation (outputs and fidelity measures). Indicate any concerns regarding the processes that need to be developed. In addition, describe the process for collecting data to support short- and long-term outcome measures. Indicate any concerns regarding the processes that need to be developed?

- **Data Systems**
  Indicate any hardware or software needs to manage information related to evaluation.
  - Is new hardware and software required or are modifications needed to collect and manage information related to evaluation?
  - Are there anticipated barriers to accomplishing any modifications or acquisitions?