

# CALL FOR PROPOSALS



## TRAINING INSTITUTES

**#WhatCouldBe**

*Bolder Systems & Brighter Futures for  
Children, Youth, Young Adults & Their Families*

June 29-July 3, 2020  
Orlando, Florida

 UNIVERSITY of MARYLAND  
SCHOOL OF SOCIAL WORK  
THE INSTITUTE FOR INNOVATION  
AND IMPLEMENTATION

# 2020 TRAINING INSTITUTES

Pre-Institutes June 29-30, 2020 / Training Institutes July 1-3, 2020

For more than 30 years, the Training Institutes, a biennial event, have been the premier national convening of leaders in children's services.

The 2020 Training Institutes, ***What Could Be: Bolder Systems & Brighter Futures for Children, Youth, Young Adults & their Families***, challenge us to build on existing delivery systems for children's services with new ideas and approaches. Both keynote presentations and more than 165 workshops include a forward-looking perspective to provide next steps in creating vibrant futures for youth with complex challenges and their families.

Presenters and attendees are experts and leaders in the field of children's services including parents, youth, young adults, policymakers, clinicians, researchers, and evaluators from communities across the nation. The 2020 Training Institutes are an opportunity for leaders providing services and the communities they serve to share in the latest research, policy, and practice, and to learn practical strategies from each other.

Innovative, in-depth workshops address data-driven policy, design and implementation, and well-researched approaches that are highly relevant to effective delivery systems for child/youth and family services including mental health, substance use, public health, physical health, juvenile justice, child welfare, education, early childhood, and transition age.

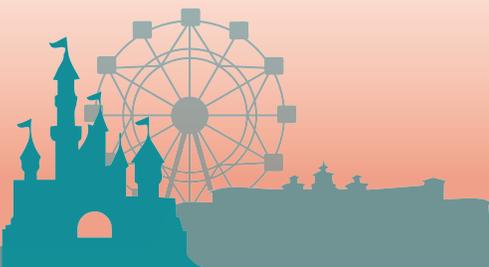
**I invite you to submit a proposal to present your knowledge, best-practice strategies, research, results, and ideas in one of five formats – Ignite Talk, Poster, PowerPitch, Rockstar Youth Leadership Track, or Workshop – and ensure the success of the 2020 Training Institutes.**

**Thank you for your ongoing commitment to the field of children's services. I look forward to seeing you at the 2020 Training Institutes!**



Michelle Zabel, MSS

**Assistant Dean, University of Maryland School of Social Work  
Director, The Institute for Innovation & Implementation**



## Submission Details

The University of Maryland School of Social Work welcomes proposals from individuals with expertise in integrating systems and improving outcomes for children, youth, young adults, and their families. Presenters and attendees will include experts and leaders in the field of children's services, including state, county, tribal, and territorial children's systems; direct service providers; state purchasers and experts from Medicaid, managed care, mental health, substance use, child welfare, juvenile justice, education, public health, and physical health; parents, youth, and young adults; policymakers; clinicians; and children's researchers and evaluators. The 2020 Training Institutes is an opportunity for leaders in the field of children's services to share the latest policy, practice, research, information and resources, and learn practical strategies from one another.

### Deadline

**Proposals are due by October 13, 2019, 11:59PM EST.** Changes to proposals may be completed online up to the deadline but no changes will be accepted after this date. Incomplete submissions will not be considered.

### Presenter Information

The primary presenter should also be the main contact person who will receive correspondence regarding the proposal. Please convey relevant information to all co-presenters.

### Policies

- All presenters must be registered participants at the 2020 Training Institutes and are responsible for the full conference registration fee, unless noted otherwise below, as well as for any Pre-Institutes Training Programs they elect to attend.
- Presenters are responsible for their own travel and hotel costs.
- Presenters are eligible to apply for continuing education credits for their participation. Continuing education credits are an additional cost. Please view the conference fee structure on the website.

### Required Proposal Content

Proposals must include:

- Presenter name, email, organization, title, 200-word bio and resume
- Title (full title – 15 words or less)
- Session Type (see list below)
- Focus area (see list on following page of options)
- Three to five action-oriented learning objectives
- Full Session description (1,000 words max)
- Session Description Summary (200 words max)
- Learning methods (500 words max)

### How to Submit Your Proposal

1. Submit your proposal: <http://bit.ly/337mioJ>
2. Enter the primary presenter's details. Add co-presenters by selecting the Add Co-Presenter button. Select Next.
3. Select your presentation type and focus area and information about your content. Select Next.
4. Review your information before selecting the Submit button.
5. Check your email for receipt confirmation.
6. Make edits as often as you wish until **October 13, 2019, 11:59PM EST**. To make edits, log in to your Call for Proposals Portal (CVent), choose My Submissions, choose Edit Submission, select Next to advance and when done, select Submit. You will need the link in your confirmation email to make edits.

***\*We suggest that you write your description, objectives, and learning methods in a separate document and then insert them into the proposal system and keep this for your records.\****

### Assistance

Questions regarding the proposal submission process can be directed to: Zalika Woods at [traininginstitutes@ssw.umaryland.edu](mailto:traininginstitutes@ssw.umaryland.edu). You also can contact The Institute for Innovation and Implementation's main number at **410-706-8300**.

## Review Criteria

Proposals will be assessed on the following:

- Relevant and innovative approach
- Evidence of impact and positive outcomes
- Financing strategies, if appropriate
- System of care core values of community-based, family-driven, youth-driven, and culturally and linguistically responsive designs, models, services, and approaches
- Practical, how-to information on approaches that can be adapted with real-world examples
- Clear learning objectives and approaches designed to engage participants
- Expertise relevant to the topic including meaningful participation of families, youth, and young adults, as appropriate
- Forward-looking discussion around next steps or future challenges and opportunities

## Session Types

The Training Institute's varied program is designed to provide practical, hands-on training, best-practice strategies, inspirational ideas, and forward-looking perspectives.

Individuals can submit a proposal(s) for the following presentation types:



**Ignite Talk:** Five-minute inspirational talks with 20 slides that automatically advance every 15 seconds. Ignite Talks are thought-provoking personal and/or professional stories on hot topics designed to enlighten, inspire, and entertain the audience. Once selected for an Ignite Talk, you will receive additional consultation and support in developing and presenting your talk. This includes a series of virtual coaching sessions and opportunities to practice and receive feedback on your presentation. The presenters of Ignite Talk will receive one discounted presenter registration.



**Poster Presentation:** Highlight your research findings, new ideas, innovations, and advances in the field with participants in an informal setting. This year, poster presenters will receive a poster template to use, and the template will focus primarily on your most important findings with a QR code that participants can scan for more information. More details will be provided for accepted poster presentations. Poster presenters may include up to four individuals.\*



**PowerPitch Presentation:** Ten-minute presentations that highlight your program, agency or agency initiative, research, or area of impact with slides. PowerPitches are an opportunity to present a well-organized talk that starts with a clearly defined opportunity for change, introduces relevant data, and presents results or conclusions. Practice is key to a successful PowerPitch as your presentation time will end at 10 minutes! Consider applying for a PowerPitch and a Poster Presentation to really get your information and ideas disseminated throughout the Training Institutes!



**Rockstar Youth Leadership Track:** These 1 1/2-hour sessions are on a wide range of topics that provide youth and young adults with the knowledge and skills to become effective leaders and advocates. Presenters may include up to four individuals, one of whom can receive a discounted presenter registration. Rockstar Sessions must include at least one youth or young adult.



**Workshop:** These 1 1/2-hour sessions include adult learning strategies to enhance participants' knowledge in a topic area. Information should be operationally relevant, innovative, and replicable. Presenters may include up to four individuals, one of whom can receive a discounted presenter registration.\*

**\*Presenters are strongly encouraged to include parents, youth, and young adults as co-presenters in Workshops and Poster Presentations when meaningful and appropriate to the topic.**

## Focus Areas

Proposal submissions are accepted in one of ten focus areas that are critical components of effective delivery systems for children, youth, young adults, and their families. We welcome presentations from child/youth and family systems such as mental health, substance use/abuse, public health, physical health, juvenile justice, child welfare, education, early childhood, and transition services. Proposals must explicitly address the system of care core values of community-based, family-driven, youth-driven, and culturally and linguistically responsive designs, models, services, and approaches. These core values span a full-service array continuum including prevention, early intervention, and home-, community-, hospital- and residentially-based services and supports.

### Culturally and Linguistically Responsive and Competent Care

#### Family Engagement, Leadership, Organizational Development and Advocacy

#### Health Integration, Design, Financing and Practice

#### Measurement, Outcomes and Quality Improvement

#### Strategic Communications and Social Marketing

#### System Design, Financing and Value-Based Purchasing Approaches

#### Systems Strategies and Best Practices in American Indian/Alaskan Native (AI/AN) Communities

#### Treatment, Services, Supports, Early Intervention and Prevention Approaches

#### Workforce Development, Management and Leadership

#### Youth Engagement, Leadership, Organizational Development and Advocacy

## Descriptions

Proposals are welcome with a focus across the child, youth, young adult, and family systems (mental health, substance use, public health, physical health, juvenile justice, child welfare, education, early childhood) as well as the full-service continuum from prevention to home-, community-, and residentially-based services and supports. Within each focus area, presentation content should include effective strategies and best practices for the topics listed below. The examples provided under the topics below are provided to give guidance and are not exclusive. Proposals can expand on the examples listed within the following topics:

### Culturally and Linguistically Responsive and Competent Care

- Eliminating disparities and achieving equity in access to and outcomes of mental healthcare
- Developing and utilizing mental health disparity impact statements and implementing CLAS standards within Medicaid and other major delivery systems
- Building and sustaining culturally responsive and competent provider networks, including cultural adaptations of evidence-based practices
- Improving health literacy, and strategies, to address the social determinants of health and well-being
- Reaching and meeting the needs of specific populations (e.g., black/African-American; youth with diverse sexual orientation and gender identity and expression; Latino/Hispanic; Asian/Pacific Islander; American Indian/Alaskan Native; urban, suburban, rural, frontier; immigrant and refugee)
- Engaging diverse youths, young adults, and families in developing, implementing, and evaluating culturally and linguistically responsive care

## Family Engagement, Leadership, Organizational Development and Advocacy

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- Identifying and advocating for current and emerging policy issues
- Developing models, training, and best practices in parent peer support
- Financing and building capacity of family-run organizations
- Building partnership between family-run organizations and managed care organizations
- Engaging families and building partnerships within child- and family-serving systems
- Shaping the next generation of parent and family leaders
- Creating family leadership roles within systems at the state and local levels in major child-serving systems
- Designing family-led research and evaluation
- Promoting and supporting diversity and equity in family leadership

## Health Integration, Design, Financing and Practice

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- Designing and financing structures and processes to integrate mental health and primary care
- Implementing strategies to coordinate health and mental health services (e.g., care coordinators, information exchange, consultation, team-based treatment planning and delivery, co-location of primary care and behavioral health providers, shared electronic health records)
- Implementing innovative approaches to providing behavioral health consultation to primary care providers, including through tele-medicine technologies
- Incorporating effective screening approaches and tools for mental health and substance use problems in primary care
- Implementing psychotropic medication monitoring and psychiatric consultation to primary care providers and medications therapies

## Measurement, Outcomes and Quality Improvement

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- Collecting and using data for decision-making and continuous quality improvement (CQI) at system and service delivery levels including prevention
- Researching the impact of family, youth, and young adult leadership roles in mental health services
- Creating partnerships with community providers, families, youth, and young adults in CQI and evaluation processes
- Enhancing current or creating new systems for collecting, reporting, linking, sharing, and utilizing data across child-serving systems
- Identifying and implementing information management systems to support intensive care coordination using fidelity Wraparound
- Using performance and outcome measures within Medicaid that are relevant to children, youth, or young adults with mental health challenges
- Developing culturally and linguistically competent quality and outcome measures and CQI processes
- Using data to identify and address disparities and inequities
- Evaluating implementation efforts, with data, including workforce initiatives, efforts to improve the quality of care, and supervision implementing best-practice approaches for evaluation and research in tribal communities

## System Design, Financing and Value-Based Purchasing Approaches

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- Using data systematically to inform design and population-focused approaches, monitor performance, track outcomes, and reduce disparities and inequities.
- Driving change through alternative purchasing and payment models such as risk adjustment approaches, collaborative financing, and return on investment strategies
- Optimizing quality and cost outcomes through Medicaid and managed care approaches
- Financing the expansion and sustainability of evidence-based and trauma-responsive practices in home, school, community, and residential services
- Devising and implementing financing strategies that are culturally and linguistically responsive and include partnerships with families and youth within systems
- Designing and financing crisis systems inclusive of mobile response and stabilization approaches

- Customizing and financing strategies to meet the needs of specific populations (e.g., youth at risk for first-episode psychosis or at clinical high risk for psychosis; youth who have experienced trafficking/exploitation; families with substance use disorders; youth and families involved with the child welfare and/or juvenile justice systems)
- Building collaborative approaches among child welfare, Medicaid, juvenile justice, and behavioral health to Family First Prevention Services Act planning and implementation

## Strategic Communications and Social Marketing

- Developing core elements, tools, techniques, and examples of effective strategic communications and social marketing initiatives in children's services
- Utilizing formative research and data in strategic communications and social marketing
- Employing strategic communications with decision-makers in child-serving agencies
- Evaluating strategic communications and social marketing strategies
- Using digital media and technology creatively in social marketing
- Collaborating with youth and families in social marketing and the use of strategic storytelling
- Implementing culturally and linguistically competent strategic communications and social marketing approaches
- Partnering with businesses, faith-based organizations, and other community stakeholders in strategic communications and social marketing initiatives

## Systems Strategies and Best Practices in American Indian/Alaskan Native (AI/AN) Communities

- Implementing evidence-based, emerging, and best practices that are culturally responsive to the needs of AI/AN families and youth
- Applying the latest research on the well-being of AI/AN children and effective children's mental health services and child welfare policies and practices
- Developing intergovernmental agreements with states to access children's mental health services
- Financing culturally appropriate tribal children's mental health services with Medicaid
- Executing strategies to address the over-representation of AI/AN in psychiatric facilities and other disparities and inequities
- Engaging tribal governance, holistic approaches, language-based approaches, decolonization, and strategies for reducing historic, collective, and complex trauma

## Treatment, Services, Supports, Early Intervention and Prevention Approaches

- Implementing and sustaining universal prevention approaches, early intervention, and intervention approaches for high-risk populations
- Designing and implementing clinical practices and models, including evidence-based and outcome-informed treatments used in home, community, and residential settings that support:
  - Youth and young adults from early childhood (0-5) through transition age (14-26) and their families
  - Youth and parents/caregivers with co-occurring mental health and substance use disorders
  - Opioid use treatment
  - Individuals with first-episode psychosis or at clinical high risk for psychosis
  - Diverse populations and address disparities and inequities
  - Unaccompanied youth and young adults experiencing homelessness
  - Children, youth and young adults with co-occurring intellectual/developmental disabilities and mental health conditions
- Executing strategies to address the installation of Family First Prevention Services Act services and supports
- Implementation and sustaining school-based health and mental health services and supports or restorative justice models
- Developing approaches for the implementation and sustaining of value-based care coordination models such as Wraparound
- Developing approach for the implementation and sustaining of parent and youth peer support and family navigator models
- Utilizing technology and social media applications in clinical practice and community support

## Workforce Development, Management and Leadership

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- Building State or local structures and processes that increase equity and effectiveness in workforce development
- Innovative approaches for recruiting and retaining staff at the practice and system levels
- Creating University/State/Community Organization partnerships which produce high performing staff and organizational capacity in the service of improved outcomes
- Using implementation science to design, implement, and sustain system and practice change in child-serving agencies
- Achieving and sustaining change with care coordinators, foster care workers, and other direct-care workers
- Implementing practice change within public child- and family-serving agencies
- Aiding the development and maintenance of evidence-based and promising practices
- Supporting and expanding capacity for families and youth in the workforce
- Building organizational structures that use data-driven capacity building and professional development approaches
- Approaches for cultivating diverse leadership at multiple levels within an organization

## Youth Engagement, Leadership, Organizational Development and Advocacy

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- Increasing meaningful youth engagement and youth leadership in systems and programs
- Developing and implementing youth peer support
- Supervising and providing support for youth peer providers
- Building and sustaining youth-run organizations and programs
- Fostering the development of youth leaders and advocates
- Generating and supporting youth voice in local and national evaluation efforts
- Financing and sustaining youth movements