

## **Community Academy - Overview of Training Program**

**Presented to MDHI Coordinating Committee**

**June 28, 2019**

**Prepared by Laura Ware, Bayaud Enterprises (MDHI Employment Committee Co-Chair)**

### **Community Academy**

Primary goal is to train participants who have lived experience to become professional staff in the field of social service delivery. Goal is also to identify best practices for hiring, supervising and supporting new workers

#### **Vision**

- 2 training sessions per year; up to 20 participants each session
- Classroom, work-based (Tran Employ) and online training focused on the core topics
- Transitional employment for up to 20 weeks at CoC and other interested organizations
- Transitional employment, liability and job coaching provided by program (funded)
- On-site coordination, supervision and management provided by host organization
- Graduates hired by CoC and other interested organizations
- Evaluation conducted to identify effective practices and necessary adjustments

#### **Curriculum structure**

- **A core classroom training** curriculum of 12 topics taught over 12 consecutive weeks, Transitional Employment done concurrently emphasizing the same topic. Specialized classes and Transitional Employment opportunities available for additional 8 weeks.
- **Transitional Employment** - 3 days per week; 16 hours, same week as the classroom topics. Emphasis is on practicing same topic. Additional time available after classes
- **Online Training** - follow-up training for same subject online, potentially available in 15 - 30 minute modules
- **Employment Support Meetings** - Program Employment Specialist, group meetings at Bayaud, online training, off-site training and home organizations

#### **Primary Training Principles**

- **Learned competencies** - are clearly defined, attainable and measured based on what is taught; they will also build on each other, and reflect diverse input.
- **Training goal** - each session has a goal for teaching specific core skills using different styles, activities and tools
- **Skill enrichment** - will be furthered with additional community trainings as needed
- **Multiple learning styles** - present information in different ways to respect different learning styles and reiterate in Transitional Employment and online training sessions.
- **Patience, Tolerance and Acceptance, Respect, Innovation, Safety and Persistence** - key principles to emphasize during each topic.
- **Racial Disparity**- create awareness and address specific actions as a staff person
- **Peer and Cross Learning** - each session presents diverse opportunities for peers to learn from and support each other through lots of interaction, discussion and sharing
- **Why Specific Skills are Important** - each session explains clearly why the topic is important and how it relates to full training and this type of work.

- **Trauma Informed Service Delivery**
- **Teach how to assist** - meet needs “step by step” in each topic area, not “process” or just reach required performance numbers
- **Problem-solvers and innovation** - teach students how each individual has problems to be navigated and solved through customized support and innovation
- **Self Awareness** - each session discusses how self awareness plays a role
- **Self-Care** - each session reinforces importance of consistent self-care

**Training Topics- covered in classroom as well as work-based learning placements)**

- 1. Overview of Non-Profit Field; Community Organizations and Public Agencies**
  - **Learning Goal** - to understand how different community organizations and agencies have specific missions and purposes for their work which guides services delivery..
- 2. Types of positions, departments, what they are and what they do**
  - **Learning Goal:** comprehend the reasons for different types of positions; skills needed to do each one; and how these work together to meet the needs of participants
- 3. Basic needs - assessing and addressing these**
  - **Learning Goal** - determine what constitutes Basic Needs in most organizations; learn how to assess and address basic needs and to use this assessment to meet additional needs.
- 4. Case Management, Employment Specialist, Intakes - skills, functions and responsibilities**
  - **Learning Goal:** understand key responsibilities and skills needed for each position; determine primary purpose of each position, and identify interest of participants.
- 5. Confidentiality and Boundaries**
  - **Learning Goal:** learn the importance of confidentiality in this field; define tools for maintaining confidentiality standards; address significance of boundaries.
- 6. Service Documents**
  - **Learning Goal:** obtain overview of types of documents used in service organizations and agencies and why, how each is a tool as well as a record of information.
- 7. Motivational Interviewing, Coaching and Navigation Principles**
  - **Learning Goal:** obtain understanding of these three practices, when they are needed, and how they are core tools of this work. Discuss inclusion of cultural respect.
- 8. Data Collection and Recordkeeping**
  - **Learning Goal:** learn overview of data collection systems and their common elements used by organizations, including HMIS, and how they pertain to direct service.
- 9. Role of social media and technology in job search and field of community service**
  - **Learning Goal:** discuss role of social media in all social and public service work. This includes understanding how it is used to deliver services and advance the organization.
- 10. Communication Skills- verbal, written, computer, online**
  - **Learning Goal:** present overview of how these skills are the core elements of this work when providing services, recording what has occurred, and communicating with others
- 11. Cultural Respect and Practicing Equity**
  - **Learning Goal:** define core aspects and practices which guide service delivery that is respectful of difference and uniqueness, and is equitable in addressing individual needs
- 12. Group Activities and Events**
  - **Learning Goal:** introduce different types of groups and activities, and their purpose. Discuss ways to plan logistics, facilitate the event, and observe group dynamics.