

Casa Girasoles Center of Excellence

for

Serving Marginalized Youth

Working with marginalized children requires specialized knowledge and skills. It requires a supportive culture that nourishes the innate potential inherent in every person. Working with marginalized and abandon children requires hope.

Researchers from around the world have identified key interventions, that when utilized with highly marginalized, traumatized, and disenfranchised youth and young adults, supports better health and social outcomes. However, the research has shown that provider skills must be matched with a culture of hope and an environmental focus on resiliency in order to source the best outcomes in the youth. Therefore, training must be matched with cultural development and programmatic reinforcement.

Over a five-year period, Health Bridges International will develop and implement a *Center of Excellence* at the Casa Girasoles homes for abandoned youth. The plan will include formative evaluation, in-depth assessment, and evidence based knowledge and skills development. The plan includes the development of a “Train-the-Trainer” program to carry-on the valuable precedents from the program by training institutional ambassadors and homegrown subject matter experts. Working in coordination with a formative evaluation team, the model will assess outcomes and key measures throughout the 5-year plan and include a final report designed to replicate the *Center of Excellence* model in other geographic environments.

The Girasoles Sanos model represents the latest scientific knowledge about working with marginalized children. The goal is to develop a *Center of Excellence for Serving Marginalized Youth*. A model program that can be replicated and scaled to other service delivery environments working with marginalized youth. A model that can be a roadmap for advancing evidence based practices in serving youth living in institutional settings and underserved and marginalized environments.

YEARS 1 and 2

- Working in collaboration with staff from the Casa Girasoles homes, Health Bridges International will conduct an environmental and situational analysis of the services provided and the needs of the children in the program – including:
 - Complete review of current knowledge and skills of staff
 - Assessment of the “built environment”
 - Understanding of current care delivery model
- Identify and convene an Advisory Group (AG) made up of representatives from both parties to help lead the five-year *Center of Excellence* Project.

- The AG will be made up of professionals in the fields of social work, youth services delivery, pediatric medicine, psychology, psychiatry, education, trauma practice, etc.
- Participants may include Peruvian, Latin American, European and North American subject matter experts (SMEs) and young adults with experience living under the risk of abandonment and in youth programs.
- Define a five-year plan for leadership development and executive coaching for the house-parents and staff of the Casa Girasoles
- Develop a training curriculum for staff and children
- Institute a “Core Skills” model
 - Establish a baseline of knowledge in every staff person for working with abandoned children.
 - Develop a compendium of psychometric measures to evaluate staff on the mastery of the skills.
 - Develop a structure to assure all staff are trained in a core set of knowledge and skills and evaluated on an annual basis for their competencies.
 - Help to establish a “Community of Practice” model for the staff
- Train the entire staff in “Trauma Informed Care” and the practices and principles of trauma informed service delivery to youth and young adults.
- Inform all children in the model and inform them of the intended program and 5-year process
- Identify appropriate screening and evaluation resources

Years 1 and 2		
Task	Core Knowledge or Skill	Measurable Outcome
Kick-off	Plan for 5-year MOA	All staff and youth informed of process and majority of stakeholders conversant on goals as determined by post-kick-off training survey
Screening tools and instruments	Children, youth, adolescents Staff	Baseline and twice annual assessment of knowledge and skills advancement
Leadership	Define a plan for ongoing leadership development and executive coaching	Statistically significant improvement on Leadership Circle Assessment Survey (https://leadershipcircle.com/products/leadership-culture-survey/)
Convene AG	Participates from Perú, E.U. and U.S.	Roster and minutes from AG meetings
Training curriculum	Staff: Core skills for serving youth Youth: Core educational curriculum	Completed training curriculum for staff for 5-year Assure all staff have received training in <i>Circle of Security</i>

Develop evaluation plan	Formative evaluation plan	Plan for evaluating impact and efficacy of project
Train staff in Trauma Informed Care (TIC)	Trauma and influence on youth development and ways to use trauma informed perspective in better serve youth	Pre- and post-training surveys and tests for all staff with improvement in knowledge of trauma, vicarious trauma and TIC practices and principles.

YEARS 3 and 4

- Ongoing leadership and executive team support – including the development of a culture of inquiry
- Implement policies and procedures that support appropriate screening and evaluation of high-risk youth and young adults.
- Develop comprehensive assessment policies and procedures for all children in the homes – including validated instruments and inventories in developmental, cognitive and trauma assessment.
- Train all staff in working with youth in trauma informed, strengths based, motivationally enhanced methods, procedures and skills.
- Train core mental health and psychology team in working with youth in trauma informed, strengths based, motivationally enhanced methods, procedures and skills.
- Coordinate training on the appropriate use of the screening and evaluation measures
- Conduct 3 trainings (staff and youth focused) throughout the calendar – examples of trainings include:
 - Circle of Security
 - Motivational Interviewing
 - De-escalation training
 - Strengths-based approach
 - Self-regulation technique
 - Neuro-sequential Model (NMT)
 - Person centered
 - Care integration (i.e., holistic care integration)

Years 3 and 4		
Task	Core Knowledge or Skill	Measurable Outcome
Review/audit policies and procedures to align with new culture	Organizational alignment	Pre- and post-intervention documents
Trainings	Staff: Core skills for serving youth Youth: Core educational curriculum	Pre- and post-training assessments

Credential program for staff	Develop model credential for providers working with marginalized youth	Curriculum and assessment instruments
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YEAR 5

- Develop a “Train-the-Trainer” program
 - Recruit staff
 - Recruit facilitators and mentors
 - Train “trainer team” in core skills of effective adult learning and training
- Conduct trainings throughout the calendar year in coordination with the “Train-the-Trainer” team
- Develop a plan for the on-going facilitation of a Center of Excellence model
- Identify other resources that may support advancements in knowledge and skills of the staff
- Define plan for leadership mentorship and ongoing coaching.
- Coordinate a schedule for on-going consultation and trainings.

Year 5		
Task	Core Knowledge or Skill	Measurable Outcome
Train-the-Trainer model	Core set of trainers who can be available to continue knowledge generation and skills attainment by staff	Assessment of trainers ability to train on key curriculum and assessment of key trainer trainings
Trainings	Staff: Core skills for serving youth Youth: Core educational curriculum	Pre- and post-training surveys and tests for trainer led trainings
Plan for sustainability	Formative evaluation plan	Plan
Evaluation and consideration for scaling model	Trauma and influence on youth development and ways to use trauma informed perspective in better serve youth	Plan
Review of ongoing assessment, training and technical assistance (TA)	Sustainability model	Plan