FORECAST Applicant Survey

FOUNDATIONS for **OUTREACH** through **EXPERIENTIAL CHILD ADVOCACY STUDIES TRAINING**

Supported by The National Child Traumatic Stress Network, National Children's Alliance, Gundersen National Child Protection Training Center, Children's Advocacy Services of Greater St. Louis

Background: MSU is developing a Child Advocacy Studies certificate that provides a valued credential for students and will also be available to professionals in the community. The goal is to improve knowledge and skills in trauma-informed best practices across the multiple disciplines that interact with children and families, including, but not limited to, criminal justice, social work, sociology, human sciences, education, nursing, psychology, law, medical school, or seminaries. The 3-course sequence is in development and there will be opportunities for community professionals to consult and/or guest lecture.

Opportunity: FORECAST will Train-the-Trainers. We are applying to be part of a learning community, including university faculty and community professionals, to be trained in core concepts for understanding childhood traumatic stress and responding effectively to children and families affected by trauma. Training involves problem-based learning simulations (PBL-S), which is based on best practices in learning and teaching critical thinking skills for solving complex problems. We know that children affected by trauma are often in families with multiple complex problems, making it harder to help them. University and Community Partners then use the content and PBL-S techniques to help students/supervisees/colleagues/community members respond to children and families in a trauma-informed manner that promotes resilience and reduces further trauma.

Eligibility: If you play a role in supervising, teaching, training, consulting, or have the opportunity to do so in the work that you do, apply to join our learning community. We especially want our team to have community partners in the Golden Triangle Region (Columbus, Starkville, and West Point).

Benefits: The training sessions (February 21st-23rd, April 2nd-3rd) and all training materials are free (funded by Substance Abuse and Mental Health Services Administration). We will apply for funding to cover travel and lodging - although that is not guaranteed at this time, we have been able to use similar funding in the recent past. Contact hour certificates will be provided. We also get monthly consultation with FORECAST faculty and peers/partners via web conference to trouble-shoot and improve skills (bring your challenging situations). The resulting workforce skill-development helps improve job-satisfaction and reduce turnover, retaining quality professionals in Mississippi. Finally, we have access to our evaluation data and will have made interdisciplinary partnerships to multiply our impact serving children and families in our community.

Commitment: 1) Attend in-person training (February 21st-23rd in Jackson; April 2nd-3rd in Biloxi), 2) Use PBL-S in trainings (goal of 40 total in university or 20 total in community) each fall and spring semester until 2021, and 3) Help evaluate the impact of FORECAST via online surveys (at start and end of each semester).

Instructions: Section I is completed by Team Leader. Section II & III (last 3 pages) completed by individual partners. Individual sections are due Wednesday, Nov. 15th at 5pm. Decisions regarding approval of teams are expected in December.

Section II: Individual

Q42 Please List Affiliated CAST University

_____

Q43 Contact Person (Team Leader)

_____

Q28 Please check one; make a note if you will be serving in more than one role

⬜ University Partner (1)

⬜ Community Partner (2)

⬜ Notes (3) _____

Q22 Name

_____

Q23 Address

_____

Q24 Phone Number

_____

Q25 Email Address

_____

Q26 Job Title

_____

Q27 Employer

_____

Q29 Educational/Professional History (enter briefly here):

Q30 Level of experience teaching/training students and/or workforce members:
(Please make special note of trauma-focused training related to children, adolescents, and/or families)

Q31 Explanation of interest in Project FORECAST (personal and workforce impact):

Q32 How do you think your participation in this training will benefit the community that you serve?

Section III: Understanding the Requirements

Q33 As an applicant for the FORECAST Learning Community, I agree to the following requirements (please check each requirement and sign and date the bottom):

☐ I will be able to attend all in-person learning sessions (February 21st-23rd, April 2nd-3rd) (1)

☐ I will attend 80% or more of the conference calls that pertain to me. (2)

☐ I will implement PBL-S Curriculum with the expected number of students/workforce trainees until 2021. (3)

☐ I will submit FORECAST evaluation measures on a pre/post-training basis throughout the project duration. (4)

☐ I will commit to this learning community as a team member and as an individual. (5)

Q36 Type Full Name

_____

Q34 Sign Below

✳

Q35 Date

_____