The Peer Coordinator Model

A Guide to Transition

CASA of Lane County, Oregon
and National CASA Association

Preface

This guide was written throughout the course of one CASA organization's journey through the Peer Coordinator implementation process. Its purpose is to help fellow organizations navigate the shift from the current staffing framework to the Peer Coordinator model, and it provides tools and suggestions to use along the way. It can be used by any CASA/GAL program – big and small, urban and rural, government run and nonprofit, one staff or an office full of employees. The main points you need to consider are very similar. We also recognize that every organization will need to do things a little differently and we cannot cover every possible scenario, so the reader will need to adapt portions of the guide to fit your organization's specific needs.

If your program is unable to serve all the eligible children and you are willing to consider a change, keep reading! This guide is a compilation of personal experiences and best practices from business and volunteer management literature; the hope is that it will lead you through the transition as smoothly as possible, with an end goal of providing advocacy for every child in need. You can do this!

Throughout the research and writing process, many state and local CASA organizations provided assistance and information. We sincerely appreciate their time and effort, and would like to thank Maricopa County CASA, CASA of Contra Costa County, CASA for Children in Multnomah County, Child Advocates, Inc. in Houston, and CASA of Lane County.

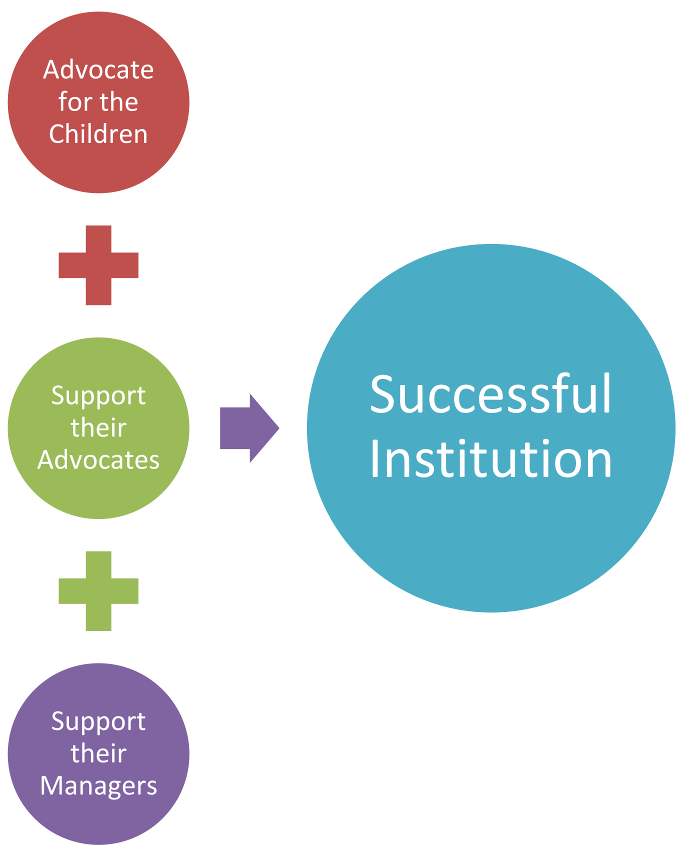
Table of Contents

"People don't resist change, they resist being changed." ~ Peter Bregman

Introduction to the Guide

This guide is a tool for transitioning your CASA organization from one staffing model to another. Some information within is useful whenever you are considering change, but the primary focus is on the Peer Coordinator Model. It walks you through the steps of determining whether your organization is in need of changing at all, and helps you to assess whether you are ready for that change. Next it outlines the Peer Coordinator model, which is largely a shift from case management to volunteer management. From there the guide helps you evaluate which particular aspects of your framework might need to be altered, and details how to go about implementing and evaluating the transition. Throughout the process, this guide describes how to explain the progression to your staff and board, as well as when to include them and ask for their help.

In terms of the reasoning behind this process, the most important thing to remember is the overarching goal of providing quality advocacy for the children. In order to give a voice to as many children as possible, it is necessary for you to evaluate your program and to be open to what you find. By considering an institutional change, you will allow your organization to be the very best that it can be for the children you serve.



Chapter 1 – Do You Need To Change?

The first step to consider when making significant changes to an organization is to determine whether or not the change is needed. Will the benefits from making the change outweigh the costs of going through the change process? One thing is certain: change, even if it is for the better, is difficult. It takes planning, compromise, buy-in from various people affected, and strong leadership. This section of the transition guide describes the process of initiating a needs assessment, defines tools available to help complete this step, and discusses options of what to do with the results.

NOTE: Understanding change and change management is a valuable skill whether or not you decide to implement the Peer Coordinator Service Model.

Beginning the Process

Needs assessments are often used to determine whether there are gaps between current and desired conditions, and to address those gaps as needed. This section focuses on identifying existing gaps; specific methods to address these findings appear later in the guide.

Once you have decided to evaluate your organization in this way, it is important to let your staff know that you are beginning such a process. Being transparent and upfront with all staff, paid or unpaid, will help in keeping everyone on the same page and will dispel the negative feelings (reduce resistance to change) often associated with secrecy and surprise. This can be done by making an announcement letting people know that you are reviewing historical data to determine your CASA program's ability to meet the demand for services, **not** anyone's individual ability to perform their job well. It is important to distinguish that the focus of the research is the *organization's* structure and effectiveness, rather than the *employees'* performance. You should also let people know that this review could result in organizational change, and assure them that they will be updated and consulted before any such changes take place.

Alignment with the National 2020 Vision

National CASA is in the middle of following a strategic plan created for their 2020 Vision. The overarching goal is to unite National, State, Local and Tribal branches of the organization through collaboration and transparency; the main points are clearly outlined in their **"I am for the child" campaign**. This campaign highlights that the issue addressed by National CASA's mission is one of basic human rights and human dignity for the children served. Their plan includes five areas of focus, listed below.

Click here to watch a short video on the "I Am for the Child" campaign.

National CASA will fight until

- Every court system in the United States recognizes that a CASA volunteer is central to a successful outcome for children.
- Our volunteer base reflects the diversity and cultural make-up of children in the system.
- Every potential donor understands the importance of our mission and places it at the top of their priority list.
- Every policy maker at the local, state, federal and tribal level understands the far-reaching results CASA can achieve and places our work at the top of their agenda.
- Every child can thrive in the safe embrace of a loving family.

As proof of the commitment to these goals, National CASA is restructuring operations to provide better service and faster turnaround times for their partners in the field, and they are concentrating the necessary financial and human resources on these areas of focus to assure the greatest chance of success.

The total number of children in need of care is currently around 425,000 children (U.S. Department of Health & Human Services, 2009). That number has been steadily decreasing since 2006, and is expected to be 400,000 in the year 2020. National CASA has determined that, if we can increase our coverage by 6% annually, we will be able to meet the need in that year. Thus, by examining your CASA program's efficiency and efficacy, you are aligning with the greater goal and helping to achieve the vision.

Needs Assessment

As stated above, this chapter will focus on the first half of the needs assessment – determining whether change is needed. While your organization has some autonomy about how to run the day-to-day business, you are still a part of a greater whole, and as such your mission should align with theirs. According to National CASA, ***"the CASA/GAL program's purpose is to provide court-appointed volunteer advocacy to abused and neglected children. The program's goal is a safe, permanent, nurturing home for every child it serves"*** (Court Appointed Special Advocates, 2011). This mission does not differentiate between children in need of care and the specific children referred to CASAs/GALs or on their waiting lists. The overarching goal is to provide a CASA/GAL for *every* child in need. While some local CASA organizations may be accomplishing that goal, many are not.

In order to determine whether your CASA program is meeting the need in your area, it is important to review historical and current data, including numbers such as the children eligible for services, the children currently being served by your organization, the children assigned to each CASA/GAL, etc. These figures should be reviewed going back for 5 years, in order to ensure that this year is not uncommon in comparison. Below is a grid that will help to identify the necessary data, but you should feel free to expand upon this outline as needed.

CASA Needs Assessment – Organizational Overview

	5 Yrs Back	4 Yrs Back	3 Yrs Back	2 Yrs Back	1 Yr Back	Current
Children eligible for service						
Children being served by the program						
Average case duration						
Number of children assigned to each Advocate						
Number of Advocates assigned to each CASA/GAL Supervisor						
Current number of Advocates						
New Advocates trained						
Advocates retiring						
Average length of service						
Advocate Supervisors						
Cases opened						
Cases closed						
Annual budget						
Costs per volunteer (Annual budget divided by active Advocates)						
Costs per child (Annual budget divided by children being served)						
Additional data relevant to your organization						

$$\frac{\text{Children in the system}}{\text{Children per case}} = \text{Advocates Needed}$$

Determine the average number of children in the system each year (include looking at the number of new children entering the system each year, and the number of children leaving each year). Divide that number by your organization's average number of children per case or sibling group in order to determine the number of CASA/GAL advocates it would take to meet the need. How close are you to that number? What would it take to meet the need? Can you support that many Supervisors each year? Multiply the number by the cost per volunteer – can you manage raising that much money every year? What about office space and support? More CASA Supervisors would require more desks, more computers, more administration, etc.

Collecting the data above can be hugely instructive in helping the board and staff members plan for the future and build capacity, whether or not a move to the Peer Coordinator model is indicated.

NOTE: How many cases/sibling groups do the advocates carry? A simple method to increase capacity is to encourage all advocates to carry two cases/sibling groups.

Applying Results

After reviewing the numbers from the grid above, it should be clear whether or not your current program is meeting your community's needs. If you are – good for you! Keep it up, and come back to this guide if things change. If you are not, are the advocates carrying two cases/sibling groups? If that change does not or will not solve the capacity issue then it is time to consider changing the structure in order to ramp up coverage for children in need.

★★★★★★★★★★

It is imperative to examine how your CASA organization can best utilize your resources of time, money and talent in the most efficient and effective manner, without jeopardizing the quality of service.

★★★★★★★★★★

You should consider which aspects of the program need to be altered and which can be maintained. In some cases, maybe hiring one more CASA/GAL Supervisor would fulfill the need, and is manageable in terms of the budget. In other cases, the demand for services might far exceed the supply, in which case hiring within the current structure is not a feasible option. It is imperative to examine how your CASA organization can best utilize your resources of time, money and talent in the most efficient and effective manner, without jeopardizing the quality of service. This manner of thinking follows the *continuous improvement* model, a process that creates "a never-ending search for higher levels of performance within many organizations" (Pineno & Boxx, 2011) . This cycle includes not only planning, the stage we are currently describing, but also evaluation and review, which the guide addresses more in Chapter 5.

At this point, the Peer Coordinator model should be weighed as an option. While it is certainly not the *only* option, multiple CASA organizations around the nation have implemented the model and it is proving successful. The rest of the guide focuses on this specific model, and includes a case study from one CASA organization that has been through the transition in order to inform the reader what has worked, as well as what has not.

If you are unsure about the assessment results, you should contact your National CASA Regional Program Officer for assistance interpreting the data. They will support your efforts to align with the National CASA vision, and will be a good sounding board moving forward with this entire process.

Next Steps

If it is determined that change is needed, share this information with the staff and board. Including them from this early stage will help to increase buy-in and garner support (reduce resistance), and eventually getting their feedback and input will also help to navigate the specific details that *your* particular organization will face. Additionally, you will need to vet the idea through your board of directors for help with working this potential shift into your strategic plan.

When making this announcement, make sure to build a strong case for the necessity behind the coming change. Present the data you have researched, and remind everyone that the current model, not their performance, is the reason the organization is not meeting the community's need. Also explain that they will be involved in the process as you move forward, to ensure that every position's viewpoint is recognized as valuable. The team is only as strong as each individual member, and you cannot afford to leave anyone out of this development. Moving forward, you will need to complete more assessments to ensure you are ready for this change. This is covered next in chapter 2.

FOR ADDITIONAL RESOURCES ON CHANGE MANAGEMENT, PLEASE SEE **APPENDIX A – ORGANIZATIONAL CHANGE RESOURCES**

FAQs

- With this evaluation, what are we assessing and how?
  - This process helps your organization to consider whether every eligible child in need in your jurisdiction has a CASA Advocate. If they do not, the assessment determines how many total Advocates are needed to serve all the children.
- We have always worked this way, with no complaints. Why should we change our system now?
  - You should consider changing your methods if you are not meeting the need in your community. Think about all the children who are *not* currently served, and think about the improved outcomes for children who have an Advocate. If shifting to a new model can change those numbers for the better, then the needs of the children must come first. This is a basic human rights issue and we must act now to stand up for them.
- What should staff do at this point?

  - Staff should carry on with business as usual, until it has been determined whether your organization needs to change. If you do, you will need the support of all stakeholders as you move forward. As the change process continues to develop, staff will participate in strategic meetings, they will have the option to volunteer for a work group, and they can lend their voices and ideas to group discussions and work sessions around implementing the change.
- Will this mean layoffs?
  - There will not be layoffs due to the new model. The aim is to implement the change with enough communication and explanation along the way so that everyone will see the end goal. During the process, some people may decide it is not a direction they want to go, but that will be the individual's choice. The Peer Coordinator model does not mean downsizing, it means engaging staff in the most effective way possible.

Chapter 2 – Are You Ready To Change?

Now that the need for change has been established, it is time to ask another pertinent question – is your organization ready? Multiple tools exist to measure various aspects of readiness; some focus on the staff while others concentrate on the organization as a whole. The tool included below is the former, and evaluates your staff members' readiness for a shift in structure. "'Readiness' is defined as the degree to which employees are predisposed to support, ignore or resist change" (Zolno, 2008).

This chapter of the guide will lead you through determining whether you are ready for a shift in framework. Before undertaking this phase, we suggest creating a team to help you through the rest of the process.

Transition Team

There is much work to be done – decisions to be made, timelines to be established, and evaluations to be completed and considered. Gathering a team of committed individuals to navigate the implementation of the new model will be beneficial for the entire organization; they can represent varying points of view and can focus on breaking down large goals into manageable tasks for various groups. This team should be comprised of multiple stakeholders. We suggest including a staff member and advocates, as well as someone to help do the administrative work of the team. Additionally, consider inviting your National CASA Regional Program Officer, a community partner, a colleague program manager/executive director who has successfully made the transition (ask your Regional Program Officer for these contacts), and/or whomever you feel would be most useful for consultation about working through the shift.

Initially you may need to catch some of them up to speed on details about why you are changing, and explain how valuable their voices will be. Next, work through the following assessments together.

Change Readiness Assessment

If your organization has never gone through a thorough assessment, it is *highly* recommended to complete the **SVP Capacity Assessment Tool (click "view the tool")**. It is an in-depth process that helps to examine your organization's standing, and is very valuable. The following checklist is a much more condensed overview. It comes from Zolno's "Who's Ready for Whole System Change?" (2008), and is based on an *appreciative approach*, which investigates employee strengths and capabilities as a measure of readiness. Through doing so, it bears the added benefit of increasing people's willingness for change.

Directions: You can determine an overall average score, but a more useful process is to highlight questions with low scores and begin planning for how to improve those areas.

1. Employees feel valued and hopeful about the future of their organization.

It is important to honor the contributions of employees to pass successes, building a platform for the future based on strengths.

0 1 2 3 4 5

Don't feel valued. Feel hopeless. — Feel valued. Feel hopeful.

2. Employees are involved in the planning.

It is human nature for people to support what they helped create, so employees need to have a key role in co-creating the change.

0 1 2 3 4 5

Employees are involved. — Employees are not involved.

3. The purpose of the change is clear.

Employees need a full understanding of why the sponsors are implementing the change, or anxiety and suspicion may fill the information vacuum.

0 1 2 3 4 5

Purpose is clear. — Purpose is unclear.

4. Employees believe there is a need for the change.

Even if the employees fully understand the rationale for the change, they may not agree that a change is needed.

0 1 2 3 4 5

No need for change — Need for change

5. There is good communication regarding the change.

Even if the change affects only a few people, communication can be easily distorted.

0 1 2 3 4 5

Communication is not good. — Communication is good.

6. The "cost" is not too high, and the rewards are greater than the losses.

For employees to be motivated toward the change, a reward for accomplishment must be provided in the form of something they truly value, and it must compensate for any physical, intellectual or emotional price they perceive they will pay.

0 1 2 3 4 5

Cost is too high. Rewards are too low.	Cost is appropriate. Rewards outweigh losses.

7. The compatibility of the change is perceived to be high.

Compatibility relates to how closely employees view the change aligning with existing organizational values or with their own personal beliefs and values, especially any that employees hold as fundamental or “sacred”.

0 1 2 3 4 5

Low compatibility.	High compatibility.

8. Credible people in the organization are advocating the change, and genuinely supporting it, and there is respect for and trust in the change sponsor or change agent.

0 1 2 3 4 5

Credible people do not support. No trust.	Credible people support. High trust.

9. Employees believe there will be adequate organizational support for the change.

If the change requires organizational resources (money, time commitments by certain managers, new equipment/facilities, specialized training, etc.), employees may not see the value of changing. Also, operating budgets can be overburdened with the cost of planning, purchasing and implementing the organizational change.

0 1 2 3 4 5

Resources are not available.	Resources are available.

10. Key job characteristics that are being changed will have a positive impact on the employee.

Employees will be more accepting of the change if they perceive that it will increase their autonomy and the value the organization places on their job. Resistance is increased if employees believe the change will block or significantly restrict the achievement of their own personal ambitions, negatively impact their social relations, or involve a significant challenge that is likely to go un-rewarded.

0 1 2 3 4 5

Negative impact on job characteristics.	Positive impact on job characteristics.

11. Employees have been through well-executed changes in the past, and are confident in their capacity to implement the change.

Change involves learning and learning usually involves mistakes. When people are not given the freedom to make mistakes while learning, they become afraid and easily discouraged. Employees must perceive that they already possess the skills and knowledge required for implementing the change, or that the necessary training will be provided by the organization.

0 1 2 3 4 5

Not confident.	Confident.

Interpreting the Results

After completing the assessment above, and possibly the additional assessment found in Appendix B, you should discuss your responses with your National CASA Regional Program Officer. With knowledge about both the traditional model as well as the Peer Coordinator model, they will be able to help discern your organization's readiness and assist with filling in the gaps. Together you, your staff and your National CASA Regional Program Officer can move forward to determine exactly how the new structure can work best for your organization and for your community. But first, the next chapter clarifies the Peer Coordinator framework, so that you can better understand where your organization is heading.

FAQs

- Who should be involved in completing the assessments?
    - This depends on which assessment you decide to do (the SVP assessment comes with specific instructions), as well as who is on your Transition Team, and how you feel about the evaluation. If you feel confident in being able to answer all the questions with your Transition Team, that is great. If there is a question or two on which you wish you had greater perspective from more staff members, find a way to ask those questions in a staff meeting or in one-on-ones. If you use this option, make sure to emphasize that the

question is only one small component of the overall transition, and that no decision will be based on any single answer.

- What if, according to the assessments, we are not ready to change but we want to head in that direction?
    - If your organization's assessment shows the need to do more organizational and cultural preparation, consult with your National CASA Regional Program Officer. Use the data collected to develop a change management plan following **Kotter's 8-Step Change Model** (found in **Appendix A – Organizational Change Resources**), or another proven change management system.

Chapter 3 – The Peer Coordinator Model

Before you can effectively communicate the coming changes, you need a better understanding of what the Peer Coordinator model is, and why it may work to suit your needs. Below is an outline of the structure, the new positions it creates, and a comparison against the current case management framework.

Overview of the Peer Coordinator Structure

The current structure of most state and local CASA organizations is fairly similar, and it is a framework that works well for the children involved. The new model does not alter the tried and true methods of pairing each child with a volunteer Advocate, and it does not change the overall goal of ensuring abused and neglected children are placed into safe and permanent homes. The primary purpose of the Peer Coordinator model is to serve exponentially more children without having to equally increase your paid staff and/or budget; it is about working smarter, not harder. At the same time everyone in the organization both paid and unpaid work in smaller teams increasing the interpersonal relationships. Better relationships are a proven factor in increasing retention rates and lengthening individual service.

Using one local program as an example, we will look at some numbers. At this organization, each CASA Supervisor is responsible for 30 Advocates, each of whom is assigned to one case with approximately two children in their care. Currently they employ 9.5 FTE, 3.75 FTE of whom are committed to working as CASA Supervisors, and the organization is serving 295 children. In order to fulfill the need and serve all 700 children in the community, this organization would need to increase staff by 11 FTE and increase their budget by $700,000, under the existing traditional model.

The new staffing model incorporates a new position into the framework – Peer Coordinators. These are unpaid staff members who take over the responsibility of coaching the new Advocates, and will in turn be supervised by paid Senior Program Coordinators (who used to be called CASA Supervisors). Under this model, the CASA organization mentioned above would be able to support 65 Peer Coordinators and 325 CASA Advocates serving 702 children with a staff increase of just 3 FTE and a budget increase of $100,000. While this growth is still not easy, it is manageable. Let us break down the various components of this new model.

★★★★★★★★★★★★★★★★★

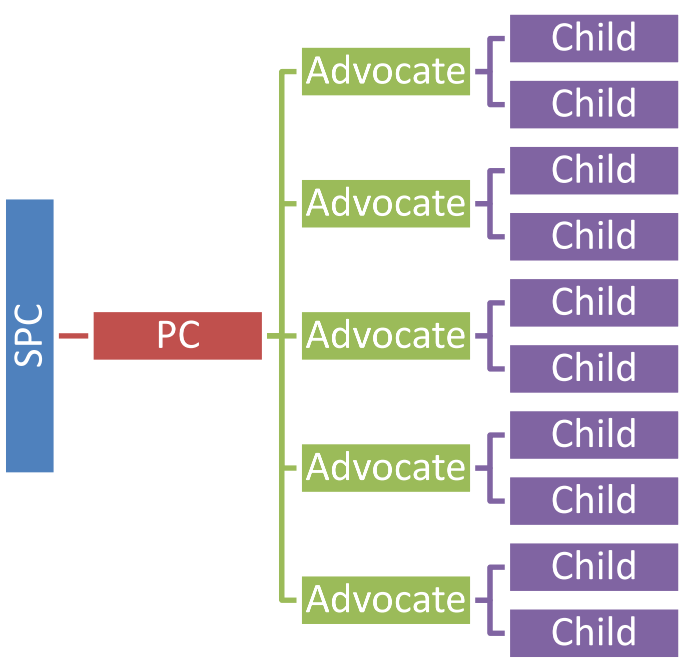
The primary purpose of the Peer Coordinator model is to serve exponentially more children without having to equally increase your staff and budget; it is about working smarter, not harder.

★★★★★★★★★★★★★★★★★

Definitions

Senior Program Coordinator (SPC)	Peer Coordinator (PC)	Advocate
• Paid CASA staff supervising Peer Coordinators	• Unpaid, experienced Advocates coaching new Advocates	• CASA or GAL • Advocate is used to distinguish CASA the Advocate with CASA the organization

- Each SPC manages between 10 - 15 PCs, and becomes a Subject Matter Expert in one topic (i.e. older youth, infants, psychiatric evaluations, etc.). They will be the go-to person for that subject for all PCs and Advocates.
- Each PC (supervised by an SPC) coaches 7 - 10 new, incoming Advocates.
- Advocates are also supported by other SPCs and PCs, through various methods such as Subject Matter Expert advice, monthly forums, or other options that would fit your organization (some examples will be discussed in Chapter 5 – How It Works: A Case Study).
- The diagram below shows the relationship of an SPC with just one of their 9-13 PCs.



Objectives

- To create a fluid system of supervision and support for the Advocates.
- To strengthen a connection to the program.
- To expand the shared knowledge base.
- To build solid relationships between all staff, paid and unpaid by using smaller more nimble groups.
- To provide a CASA Advocate to every child in the system.

Directive Supervision vs. Coaching and Empowerment

One of the biggest changes the Peer Coordinator model is understanding the different internal customer. The SPC's customer is the PC. The PC's customer is the Advocate. The Advocate is the case manager whose customer is the child. This basically means the focus will be first on the person you are supporting and second or third the child's case. This format will emphasize relationship building. One reason for doing this is the positive correlation between volunteer retention and a positive coordinator/advocate relationship; another is to expand your organization's reach without overtaxing your current paid staff. It will look different than your program now; rather than PCs giving their Advocates quick answers to all the questions that might arise, instead they will coach them through the various situations. They will ask their Advocates the right questions to draw out possible options and discuss solutions. This will enable the Advocates to trust themselves and to provide the best support they can for their child.

Advocates are supposed to represent the community's opinion about what is best for the child; the Advocate is a lay person, *not* another lawyer or social worker. As such, their support does not need to be as technical as it does empowering. The pre-service training gives Advocates the tools they need, and it is the PC's job to give them the confidence to use those skills. PCs should be there to guide Advocates in making their own decisions, rather than making the decisions for them. "The coaching process never ends; what changes are the coaching needs of each Advocate as they learn and develop" (Wilson & McBride, D., 2001).

General Coaching Principles

The following ten philosophies on coaching come from Child Advocates, Inc.'s Volunteer Management Manual, which can be ordered from **www.childAdvocates.org**. The manual is full of helpful advice and guiding activities on effectively supervising and coaching volunteers.

- Coaching Principle #1
  Your ultimate goal as a volunteer coach is to empower volunteers to successfully advocate for the children they serve.

- Coaching Principle #2
  Communication is central to establishing and maintaining an effective working relationship.

- Coaching Principle #3
  The relationship between the PC and the volunteer is critical to empowering and retaining successful Advocates.

- Coaching Principle #4
  Match expectations and experiences.

- Coaching Principle #5
  Continuous feedback is essential for volunteers and Peer Coordinators to reach their highest potential.

- Coaching Principle #6
  Delegate, delegate, delegate…

- Coaching Principle #7
  Volunteers need to see how their work has impacted the life of a child, and how it supports the organization's mission.

- Coaching Principle #8
  Continually assess the emotional impact casework may have on your volunteer.

- Coaching Principle #9
  Different volunteers need different things.

- Coaching Principle #10
  Enthusiasm, humor, and fun are relationship and casework necessities.

> ***Tip***
> Celebrate your successes, even the small ones. A little encouragement goes a long way!

Much more can be said about coaching, and shifting to this style of management will not be immediate or easy, but it will be beneficial. Although the initial interaction of having a full conversation rather than giving a direct answer may take more time, in the long run your Advocates will be better equipped to be champions for the children in their cases. Coming from a place of inquiry as a coach and guiding the Advocates to the solution also helps with volunteer retention, as they feel more valued and can recognize their own value.

One important thing to bear in mind is that every person is unique, and what works for one might not work for another. Flexibility is crucial, and coaches will need to adapt their styles to fit their Advocates' needs. Personality profiling is helpful in determining people's various approaches, and diagnostic tools can be found in **Appendix C**.

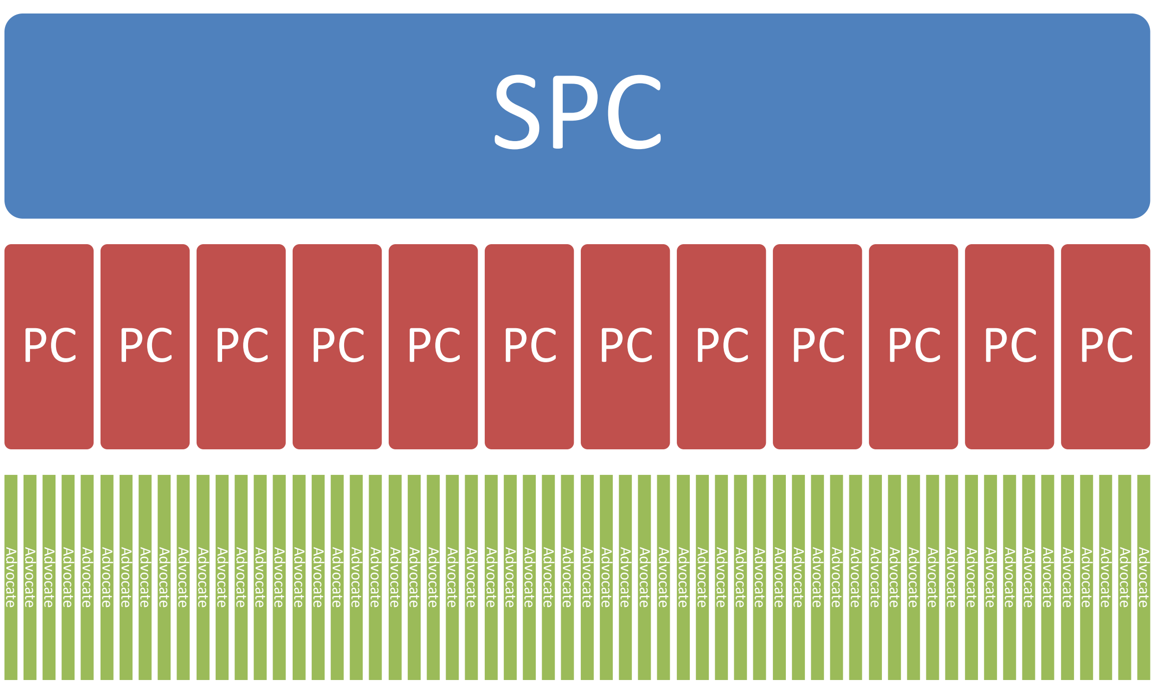
Training for Peer Coordinators and Paid Staff

National CASA and its peer coordinator pilot sites have developed a 1.5 day training that includes coaching, situational leadership, motivation, dealing with challenging people, and operational nuts and bolts. This training is recommended for *everyone* in the organization. Remember, this is an organizational change in service delivery and relationship building.

Current Model vs. Peer Coordinator Model

Now we will delve a bit more into the numbers, and compare the existing data to Peer Coordinator model projections. Below is a diagram of one step of the management structure under the current system. It shows the CASA Supervisor (paid position) and the 30 Advocates they manage. If each Advocate covers 2 children, a total of 60 children will be provided care by this model.

The second diagram shows one step of the new structure, depicting an SPC (paid position), the 12 PCs they manage, and the 5 Advocates each PC coaches (60 Advocates). By adding the PC role, now one paid staff person can effectively provide care to 120 children, twice as many as before. These numbers multiply exponentially as the PC ramps up his/her support to 8, 9, or 10 Advocates. At the same time, the SPCs themselves only coach 10 - 15 PCs, fewer than half the number of Advocates they used to support. This will give them more time to take on different responsibilities like becoming subject matter



experts as described earlier. Each PC will support 7 – 10 advocates. Again, smaller teams, more opportunity to build relationships, better retention of advocates.

You can use this model to determine how many PCs and SPCs you would need to cover all the children in your community. Look back to the numbers from your needs assessment in Chapter 1. How many supervisors would you need under the current structure? How many under the Peer Coordinator model? Using the new model, how many Peer Coordinators would you need? Do you think you can recruit that number from your seasoned CASA Advocates? These questions are meant to get your wheels turning about the upcoming shift.

New Roles

In addition to providing more children with Advocates, the Peer Coordinator model will give the SPC more time to do work outside of direct supervision. They will be managing fewer PCs than the number of Advocates they currently supervise, which will give them time to develop stronger relationships with the PCs they will be coaching, as well as time to become subject matter experts in a field of interest. Each SPC will become an expert in one topic of their choosing, for which they will have time to seek out knowledge and references. Additionally, they will receive resources to attend applicable trainings and seminars in their region in order to be as up-to-date as possible on their subject. This opportunity for ongoing learning is something many CASA staff members valued and/or desired during the research process, so this aspect should go far to excite people who may not be thrilled about the idea of change.

Once an SPC becomes a subject matter expert, all PCs and Advocates with questions about that topic will refer to them. If one Advocate has a question about a specific issue, then all parties will come together to discuss. The SPC who is the expert will teach the Advocate, the Advocate's PC, and their SPC in a conference call or meeting. This is one of the only times the structure reverts back to a staffing model rather than a coaching model. The thought behind teaching all parties involved is to better impart the knowledge, so that next time

Coaching Benefits

When one CASA organization was interviewing their staff about which job functions took the most amount of their time, one common answer was re-training. Staff reported that, although all Advocates graduated from the training class, when it came time for real-life cases they often asked many of the same questions that had been answered during the class. The CASA Supervisors felt this was primarily due to Advocates being nervous that they would make a mistake; another part was that Advocates felt like they **should** *ask, just to give their Supervisor the final say.*

This really comes down to a difference in case management versus volunteer management; if the Advocates are empowered from the beginning to act rather than be told what to do, their PCs can focus on guiding them toward knowing the answers rather than micro-managing all the details.

In the long run, coaching saves time and creates Advocates who are empowered, energized and validated!

that issue comes up three additional people will be able to share pertinent background and information.

While undergoing the initial stages of the transition and the details are still getting hammered out, the SPC may need to directly answer their PC's questions. Eventually, the SPC will also use a coaching style of management with their assigned PCs, which will serve to not only empower the PC but to model good coaching techniques as well. This new Peer Coordinator framework is a way of disseminating knowledge in a structured manner and utilizing people for their particular strengths and knowledge, rather than doing business as usual and always turning to the person who has been around the longest. By involving everyone in the process, people are reminded of their value and importance to the organization and feel more directly connected to its success.

Details

Now that you have a better understanding of what the model will look like, the next step is to determine job descriptions, training curriculum, and recruitment and selection procedures. As every CASA organization runs slightly differently, these are solutions that will best be established by your staff and volunteers. Not only will this process custom tailor results to fit your needs, but being involved in the development of the new model will greatly increase people's understanding of and support for the change. Allowing people to voice their concerns and offer their ideas, then see them taken into consideration when implementing the new model, will validate and energize everyone involved.

In **Chapter 5** the guide outlines how one local organization managed their transition, and gives example activities to coordinate this process. Before getting to this stage, however, it is first necessary to determine exactly where your program and staff are now in order to determine how to get where you need to go. This is covered in the next chapter.

FAQs

- What is an example of case management versus volunteer management?
    - Below is a scenario of a potential issue an Advocate might bring to their Supervisor or PC. We will walk through two responses to demonstrate the difference in the styles.

      An Advocate went on a house visit and noticed there was not much food in the refrigerator, just milk and soda. They ask their Supervisor/PC what to do.
      Directive response
      CASA Supervisor: Did you talk to the foster parents about the food situation?
      Advocate: No.
      CASA Supervisor: You should talk to your case worker about your concerns.
      Coaching response
      PC: Did you talk to the foster parents about the food situation?
      Advocate: No.
      PC: Why didn't you talk to them?
      Advocate: I felt too nervous and didn't want a confrontation.
      PC: Why don't you feel empowered?

- The coaching style of volunteer management suggests this becomes a larger conversation, with the PC asking questions until they get to the root of the issue together. It is likely that the Advocate knows the answer, and it is the PC's job to pull the information out of them; the Advocates have the ability to do that reasoning, they are likely just nervous and need support. A coaching model means the PCs will be coming from a place of inquiry, and they will guide the Advocates to learn to trust themselves and have confidence in their decisions.
- This style also helps with volunteer retention, because the Advocates will feel more appreciated and will be able to better recognize their own value.

- Where will the PCs do their job?
  - The PCs will do most of their work out of their home, so that needs to be considered when determining criteria for successful candidates. They will need a phone and a computer with internet access. Depending on your organization's facilities, you may also provide a work station in your building that PCs and/or Advocates can use if need be.
- What is the time commitment for a Peer Coordinator?
  - The hope is for all PCs & Advocates to stay within 10-15 hours/month. This number may be slightly higher at first as the transition takes place, while your organization is still ironing out any potential kinks in the system. Additionally, some current processes may change if they are discovered to be inefficient during the organizational assessments. For example, one CASA organization restructured the way they handled court reports at the same time as the PC model was implemented, thus saving the new PCs many hours of walking through this process with each of their Advocates.
- How will unpaid PCs be able to do the work of a current CASA Supervisor?
  - One important difference is between the current model, where the Supervisor tells their Advocates all the answers, and the coaching style used in the PC model. The PCs will know how to handle basic questions from their experience and training as Advocates and the additional PC training, and they will guide their Advocates along the correct road to come to solutions together. For any complicated questions for which they need specific information, they will turn to the Subject Matter Expert in that field to get the material they need.
- What if the PC does not know _____________?
  - This is a great opportunity to go through individual scenarios to think about issues that may arise. Fill in the blank above with various possibilities, and then walk through the difficulties to find answers. This will help determine whether the scenario presents an unnecessary fear or a valid concern, and will help to troubleshoot answers in advance.
- How was it decided that Advocates can take on multiple cases?
  - The National CASA organization is always learning and getting feedback, and trying to grow. Various state, local and tribal offices are doing this differently, but the bottom line is that National CASA allows Advocates to have up to three cases (or five with a waiver noted in their file) so long as they can handle the work load. With greater access to supervision and the availability of in-house content experts, this transition is a good time to raise expectations that Advocates will be enabled to take on more than one case.
- Is there any SPC training, or are staff members simply included in the PC training?

    - SPCs and PCs will complete the initial and ongoing trainings together. Staff members should have a good understanding of how their roles and responsibilities will change in the new model because they will help to create the job descriptions and procedural changes for various aspects of the transition (i.e. Discovery Management, Court Report writing, or whatever you find *your* organization has to change).
- Will SPCs and PCs have a joint training workshop to help them get to know and adapt to each other?
    - The PCs will be nominated and selected by your current CASA Supervisors. They will each choose their PCs to support, so they will already know these volunteers and will have worked with them in their role as an Advocate. If that is not the case, then yes, a meeting between the two is recommended, with possible review of some of the coaching/motivational materials found in **Appendix C – Coaching Strategies & Volunteer Management Resources**.
- Will there be ongoing meetings between an SPC and a PC at a set time/frequency, or is the communication supposed to be more fluid and as needed?
    - Both. The SPC and the PC will meet in person during the case assignment process, for a 60 Day Support Review and for Quarterly Case Reviews. Additionally, we encourage and welcome more fluid communication as needed between those points in time.
    - For the 60 Day Support Review and the Quarterly Case Reviews, both the SPC and the PC will have formal documentation to complete prior to the meeting.
- Who will handle the paperwork aspects of cases?
    - The SCP will create a "legal file" for themselves and a "working file" for the PC. The SPC is responsible for any legal filings, including the final approval and submission of the court report. Case notes and summaries will be completed by the Advocate. ETO information (the case study organization reviewed in Chapter 5 uses COMET) is currently managed by staff positions other than CASA Supervisors (SPCs), and that will continue; if that is different than your organization then you can decide who should be in charge. The most important thing is making this a clear decision upfront, before rolling out the PC model.
- How are PC's volunteer hours collected, reported and measured?
    - Hours are measured by an electronic time card and reported quarterly to their SPC. They are separated out from the general pool of volunteer hours, in order to keep better measurements.
    - Will PCs continue to carry a caseload?
        - Yes, we do not want to disrupt the current relationship between the PC and any child on their caseload. The PC will continue to work with their current supervisor when performing as an advocate. However, this is considered a short term answer. The PC should be allowed to embrace this new position and not be assigned new cases.

- Is there a curriculum for PCs outside of the original 30 hours of training they received when initially sworn in to being an Advocate? Has the Advocate training had to change at all?

- The PC training is different from Advocate training, and is a 1.5-2 day seminar. Details follow in **Chapter 5 – How It Works: A Case Study**. The Advocate training has only had to change language when talking about who supports the Advocates, and may include new systems decided upon by your organization (i.e. Discovery Management, Court Reports, etc.).

Chapter 4 – Planning For Change

Starting now, the following sections of the guide will increase the involvement of your stakeholders – you will need your staff members' input to help guide your organization through the shift, you will need your board to help with fundraising, recruitment, and strategic plan management, and you will need your current donors to step-up their contributions and use their community connections. It is important to rally your CASA supporters around you and this transition. Make an announcement about where you are going and why; explain the importance of being able to assign an Advocate to every child in need, and build a case for urgency to inspire people to devote their resources to this change ***now***. In his "Eight Steps to Transforming Your Organization," Kotter (1995) describes establishing a sense of urgency as the first stage in the process. This can be done by identifying potential crises and clarifying major opportunities. Emphasize that this issue is one of basic human rights, remind your employees of the great benefits seen for children who have been helped by a CASA volunteer, and explain that the goal of covering every child in need deserves all the energy and passion your supporters can give. You should also seek judicial buy-in at this point. As you are increasing the number of children served, it should be a relatively easy sell, but make sure to identify your biggest supporters to help you make your case, and come prepared by recognizing the potential barriers in the transition and identifying solutions to overcome them.

★★★★★★★★★★

Explain the importance of being able to assign an Advocate to every child in need, and build a case for urgency to inspire people to devote their resources to this change ***now***.

★★★★★★★★★★

As a helpful tool in demonstrating the importance of advocating for every single child in the system and why it must be done now, look to National CASA's "I am for the child" campaign. They have created many wonderful resources and materials around the vision for 2020, and should prove useful. Additionally, do not hesitate to lean on your National CASA Regional Program Officer for tips and tools on how to persuasively explain the coming changes if you are unsure about any of this.

Organizational Readiness Assessments

Now that we have covered what the Peer Coordinator model looks like, hopefully you better understand the transformation that will need to happen. More than just a new step being added to a programmatic staircase, this transition is a paradigm shift in the management model from directive leadership to coaching and coordination focusing the advocate as the case manager and utilizing peer coordinators in a coaching, supportive role.

Once you are committed to change and have your staff on board, it is time for you and your Transition Team to assess and identify your particular program's needs. This section of the guide will walk you through further assessments regarding various aspects of your current structure, administration techniques, specific methods of case management, and your staff members' communication and leadership styles. By closely examining the existing framework, it will become clear which elements can, and must, be adjusted. Below are multiple tools to help guide you through this evaluation.

CASA Readiness Assessment – General

Why is your program/organization interested in pursuing a new structure?	
Has your organization and current staff gone through significant organizational/operational change? If so, what are those changes and the impact on your program?	
Please gauge the overall strength of your Advocate pool. Are they independent, self-starters, and performing their duties to a high level of competency? How do you know?	
What are the motivational methods used for paid staff and Advocates? Do they differ?	
Does the paid staff see a strategic need to serve a greater percentage of children in care? Do you have a current strategic plan in place? If so, how will the peer coordinator model fit?	
Do you currently use volunteers in non-Advocate roles? How? What selection criteria do you use for all of these positions?	
How does your organization communicate HR and funding needs with paid staff, board, and volunteers?	
Are current paid staff interested in learning more and becoming subject matter experts in various areas of the child dependency system? How do you know? What are their interests?	

CASA Readiness Assessment – Current System

Who manages the child's case in your current system?	
What language is used to describe paid staff members who support Advocates? Case supervisor, case manager, volunteer supervisor, volunteer coordinator, etc.	
How often do paid staff members attend court hearings?	
How invested are paid staff in case management details like court reports, discovery, systematic minutia?	
Are performance standards maintained for paid staff, unpaid staff, and volunteers? Explain.	
Are performance reviews done annually for all paid staff, unpaid staff, and volunteers? Explain.	
Has a volunteer been dismissed from the organization for underperformance?	

CASA Programmatic Assessment

Has the bench been consulted about this model?	
Is it agreed by all in the organization that this model will produce valuable results in the long term? If so, how is it communicated?	
Will the model cause the organization to do existing actions in a different way? If so, how will these changes be managed?	
Will this model cause controversy or resistance in the organization? If so, how will the resistance be mitigated?	
What are the risks and uncertainties associated with this model? How will they be mitigated?	
Is your organization willing and able to support the model through the challenges? How will this be manifest?	
Have current Advocates been polled to determine interest? Why are they interested? Why not?	
Which stakeholders will be impacted by this shift? Have they been clearly communicated with about the new model?	
Which paid & unpaid staff positions will be affected, and what needs to occur to implement the changes?	
How will the new model affect recruitment? Training?	
What resources are needed to implement the changes? Technology, infrastructure, budget, staffing, etc. Are these resources available?	

CASA Readiness Assessment – Complementary Aspects

How open is your board to exploring new ideas and concepts? What shifts have these board members seen in the past, and how did they respond?	
What is the current climate of your donor pool? Are they ready to support the goal of serving every child? Can you sustain growing your budget in the long run?	
What is the status of your volunteer pool? Do you have a waiting list? Do you believe you can find more quality volunteers in your community?	
What is your current situation regarding technology and infrastructure? Are you working at a bare minimum, or do you have space to grow?	

All of the questions above are useful as jumping off points to consider for your organization. Every organization will have varying answers and trouble areas, and issues that arise should be addressed head on before attempting to move forward with major changes.

Staff Evaluation

The next step in determining your organization's strengths and weaknesses comes in the form of staff assessments. These will focus on job duties as well as leadership style, with an overarching emphasis on case management versus volunteer management. The existing model relies more on case management and directive leadership, with CASA supervisors knowing every detail of every case, and being nearly as large a part of the process as the Advocates themselves. The PC model will concentrate instead on volunteer management, meaning the SPCs will manage the PCs, who in turn will coach the Advocates through the process. It will empower the Advocates to stand for the children, to do the job for which they are recruited and trained in the first place. This can be a frightening thought, much like sending a young child to school on their own for the first time, but remember the ratio of PCs to Advocates is much better and allows for more one on one contact. The Advocates will have all the tools they need, and they will have PCs watching over them and leading them through the entire process, with SPCs supervising it all. At the beginning there will be a sharp learning curve while the Advocate learns the ropes, but the support system is sound and will lead to successful advocacy for the children.

At this point you should bring all of your staff into the change process, and ask for their input and recommendations on how to make the transition work for them and for your organization. Not only will this allow them to be heard and thus feel more at ease with the changes taking place, it will also give you insights into their work experience.

As an example, below is a list of the questions one CASA organization asked all of their staff members, in order to better understand everyone's day to day responsibilities, as well as their initial thoughts about increasing the role of volunteers.

★★★★★★★★★★

Not only will including staff allow them to be heard and thus feel more at ease with the changes taking place, it will also give you insights into their work experience.

★★★★★★★★★★

Staff Questionnaire

- What do you perceive your role to be?
- Which activities take more of your time than you think they should?
- Which activities do you not have time to complete?
- Which cases take more time than others?
- What is your reaction to the term "volunteer management?"
- What are your concerns, if any, with volunteer management?
- What would happen if we did this?
- What does "quality" mean to you?
- When do you think that we "drop the ball" as an agency?
- What makes CASA Supervisors qualified?
- What defines a successful CASA Supervisor?
- What would characterize an unsuccessful CASA Supervisor?
- Provide an example of your own management style*

* *This step was often done through observation rather than questioning*

Make sure to reiterate here your end goal of serving every child in need, and emphasize that you are all working together as a team to reach that objective. In some cases, staff members have become nervous about the transition because they worry about job security, but this restructuring is not the same as downsizing; it is about increasing staff value to the organization and to the children you serve. Your current employees are crucial to the success of the peer coordinator model as they are the people who best know your current Advocates, meaning they will be able to recruit and garner interest as well as recommend those best suited to be PCs.

After going through the questions above, areas for potential change will likely become clear. It could be that staff members are spending an exorbitant amount of time preparing Advocates for court, or that changing one aspect of discovery management might save hours of work. Whatever the case may be for your organization, this is the time to really examine job functions – what work is being done twice, what is being missed, and what are the biggest concerns when considering engaging Peer Coordinators.

The Transition Team should review the findings of these assessments. Determine what the common responses were and brainstorm methods of dealing with each issue. Evaluate who in the organization might be best suited to address each concern. Assign deadlines for implementation and create a timeline, then work hard to accomplish the tasks on schedule. It is not the responsibility of the Transition Team to come up with solutions for all the questions that have arisen about implementation; rather the goal is to identify the questions and frame them in such a way that the right people can work through them as efficiently as possible. The team should consider the end goal (serving every child in care) and work backwards from there to ensure you have deliberated all the essential pieces your organization will need while undergoing the change. The following chapter describes how one local CASA branch successfully navigated the model change.

FAQs

- How can we tell whether donors are ready to support a paradigm shift?
    - You should share the information (the program need, the Peer Coordinator model, and how implementation of the model would close that gap) with 5-10 of your key donors to get their reactions. You should listen for what they like and dislike about the model, and their willingness to support it; this will help you understand whether your donors as a whole can get behind the transition or not. Make sure to explain the goal of serving every child in need, and emphasize how this can be accomplished without jeopardizing the current level of quality of care.

Chapter 5 – How It Works: A Case Study

This chapter follows one CASA organization's journey through making the shift from the traditional structure to implementing the Peer Coordinator model. This organization has been seeking opportunities for development and enhancement for some years, and has unconsciously adopted the *continuous improvement (Plan – Do – Check – Act)* process model.

Their actions always start with their mission of providing a powerful voice for abused and neglected children, combined with National CASA's purpose of serving every child in need. The goal and policies are clear and succinct, and provide a platform from which to begin the cycle of improvement. From there, a planning process is necessary to ensure all the elements are considered, in order to make implementation as smooth as possible. Once the changes have been applied, each aspect must be evaluated to ensure effectiveness. Finally, reviews of the process are conducted on a regular basis, and once they are again comfortable with the structure, they begin to think strategically about what may be improved upon next (University of Southern Queensland, 2011).

The remainder of the guide highlights some examples of what worked and what did not as this organization underwent transition, and it serves to clarify the steps outlined in the guide thus far. Recognizing that each CASA organization will be different, these examples do not represent the exact practices you will need to follow. One of the most important things to remember throughout your process is that flexibility and creativity in matching your transition with your particular needs is fundamental for a successful outcome. This chapter is the story of how one Executive Director paved the road to change for her organization.

The agency we follow is a mid-sized, nonprofit organization with 13 members on their Board of Directors. They began the transition with an annual budget of approximately $630,000; they had 9.5 full-time employees and 137 Advocates serving 295 children. There are 705 eligible children in need of an

Advocate in their jurisdiction. In order to fulfill that need, they prepared to increase to 12.5 FTE, 325 Advocates and a budget of $730,000 (their shift includes encouraging/expecting Advocates to take more than one case at a time, if possible).

What Works & What Doesn't When Talking About Change

What Does Not *Work*

The Executive Director of one CASA organization started the process by looking at her strategic plan, which the staff had also seen several times. The plan talks about looking at staffing model inefficiencies, so in compliance with this, the Executive Director asked an intern to come in to do research on the topic to see how their organization could alter their structure or processes. People knew the intern was working on this project, and she assumed everyone was on the same page about what was happening. The biggest disconnect was that, while the staff knew an intern was looking into their staffing model, they did *not* understand that things could actually change as a result. There needed to be more conversation about the potential outcome from the very beginning.

The intern went on to interview staff about their roles, but the staff still did not understand that the outcome of the intern's exploration could translate into organizational change. The next thing that happened was staff being told that big changes would be taking place. At this point, the internship was over, but before the intern could leave everyone wanted to hear about the new plan. Because of the time crunch, the Executive Director had not even seen the whole presentation until she saw it with the staff. When it was laid out for them, the staff bristled at the thought of such huge changes happening so suddenly, and felt like they did not have a voice in the process. After that, much time had to be spent with all of the staff members, individually and as a group, to ensure they got on board.

Looking back, the Executive Director wishes there would have been more communication all along. If she had to do it over, she would have focused on the strategic plan and announced that an outside resource was coming in to research the staffing model. From the beginning, she would have made it clear that this process could lead to significant changes taking place, and that they would all work through them together. She suggests committing time to have clear, consistent and frequent communication.

Tips

- Commit time to having clear, consistent and frequent communication.
- Start communication earlier than later.

What Does Work

Another CASA organization went a different route with their announcement, and experienced less push-back and greater success. They started with a full staff discussion about altitude, and the shift from flying close to ground level to going up to 30,000 feet. Then they used a schematic to introduce the Peer Coordinator concept, and talked about what it would eventually look like.

★★★★★★★★★★

The shift means more professional development and continued learning experiences; it means moving from a program to an organization, where staff and volunteers work toward the same overarching goal at all levels of operation.

★★★★★★★★★★

Additionally, the Executive Director made sure to address the issue on everyone's mind – what is in it for me?! The change was explained in terms of job security; their funding is based on the numbers they can report, and increasing the number of children served increases their potential for donations. It is also all about the mission to provide an Advocate for every abused and neglected child. Under their original framework, they were covering just 10% of the kids in care. The new model will allow them to cover far greater numbers, without greatly expanding their annual budget.

The Executive Director went on to point out that, in addition to better serving their community, the new model also engages coordinators and support staff in new responsibilities, which opens up other opportunities for staff and volunteers to support the program. The shift means more professional development and continued learning experiences; it means moving from a program to an organization, where staff and volunteers work toward the same overarching goal at all levels of operation. They have since implemented the transition, and the Peer Coordinator model is flourishing.

All-Staff Strategic Meeting

In order to gain buy-in from staff, and to ensure that they specified the details of the Peer Coordinator model to best suit the needs of their organization, our case study hosted a two-day meeting to get everyone on board and working together toward common goals. The Transition Team set an agenda for the meeting, and created multiple guided activities for small work groups.

The first day's meeting was held in the afternoon, and covered the reasoning and need behind the coming change, National CASA's vision for 2020 and how the shift aligns with those goals, and a basic overview of the Peer Coordinator and coaching models. The following was a full day, with a review of the information thus far and four sessions devoted to delving into the most pressing subjects brought up by the forthcoming change. The Executive Director divided attendees into three groups with representatives from various areas of experience, and they were tasked with brainstorming ideas around job descriptions, training requirements, discovery management and facilitating court reports.

FOR A DETAILED AGENDA, HAND-OUTS USED AT THE MEETING AND THE DISCUSSION GROUP ACTIVITY PROMPTS, PLEASE SEE **APPENDIX D – CASE STUDY EXAMPLES.**

Using the staff to complete this process not only ensured the best fit for their organization, it also gave them a voice in the process and solidified their support of the change. This meeting helped to reduce resistance and increase buy-in, two critical elements of any change management plan.

Additional Considerations

This section is devoted to other topics that will need to be discussed within your organization. The guide provides examples where appropriate, but these are generally subjects that will be very unique to your individual group. While working through the sections, consider which people from your staff, board, volunteers, and supporters would be best to head-up leading the charge on these various tasks.

Timeline

When effecting change it is wise to create and maintain urgency around the process, to establish momentum and keep everyone moving toward the end goal. A timeline is helpful to lay out the intended goals and to ensure all parties have a clear vision of expectations. Below is a rough timeline the Transition Team created to use as a guide when considering how to structure their goals. Although it initially felt a bit rushed, they understood the need to maintain forward momentum and were determined to succeed with a smooth, effective implementation. That being said, it is also important to recognize that the timeline may need to be shifted after completing various steps; it should be re-evaluated regularly, and everyone should be flexible to potentially reset.

Transition Activities	**Month 1**	**Month 2**	**Month 3**	**Month 4**	**Month 5**	**Month 6**	**Month 9**	**Month 18**
Communicate with Staff & Board								
Initial Research & Needs Assessment								
Create Transition Team								
Organizational Readiness Assessment								
Strategic Meeting - All Staff								
Advocate Training Begins								
Recruit Peer Coordinators								
Training for Peer Coordinators								
Host Kick-Off Reception to Announce New Model								
Introduce Peer Coordinators to Advocates in Training								
Assign Advocates to Peer Coordinator								
New Advocates are Sworn In								
Evaluation of Peer Coordinators								

Budget

The Peer Coordinator model will require less funding than the current structure would need to cover all children in the area, but there are implementation and maintenance costs. Here is an outline of various expenses to consider when rolling out the new framework.

Expense	Initial Cost	Ongoing Cost
Wages		
Insurance		
Benefits		
Technology		
Retention		
Preliminary Training		
Ongoing Training		
Facilities		
Marketing		
Recruitment		
Etc.		

Legal Matters

The U.S. Department of Labor's Fair Labor Standards Act (FLSA) does not prohibit volunteers from performing some of the functions previously done by paid employees (U.S. Department of Labor, 2011). Rather, the FLSA primarily serves to protect employees in terms of job replacement, and to forbid employers from demanding their workers complete unpaid activities. As the shift to the PC model creates new positions rather than supplanting volunteers for current staff members, there are no qualms with this restructuring. That being said, it would be wise to discuss the transition with your own accountants and legal support to align the transition with your specific organization's rules and procedures.

Insurance

While we do not anticipate any complications regarding liability insurance, each organization should discuss the possibility of having to increase insurance coverage with their current insurance provider. Additionally, Peer Coordinators themselves are protected from any civil or criminal liability, assuming they are performing their duties in good faith.

Fundraising

Depending on your current development strategies, each organization's techniques could look quite different from each other. As it is a big shift to a new program model, it has the potential to cause much excitement among both annual and new donors. Also, National CASA has created many development instruments associated with their **"I am for the child" campaign**, so you can consider combining or complementing strategies with that larger movement.

Outside of your own donors, you should also consider potential grant funding for starting this new, efficient, effective model. The execution of the Peer Coordinator model would be a perfect fit with the

NCASAA expansion grant program. For help on how to best present the model, as well as explain that the PC model does not violate NCASAA standards with regard to the staff: volunteer ratio, talk to your Regional Program Officer.

Training

The 1.5 day pre-activation training for new Peer Coordinators and new staff should be considered mandatory. Your plan to achieve an Advocate for every child in need will drive how frequently you train PCs and the PC training will drive how frequently you hold pre-service training for advocates.

We also encourage PC and paid staff in-service trainings on a regular schedule. These training can focus on strategic items like leadership, coaching, group dynamics, and technical items like report editing, data collection, coaching plans, etc.

This subject was covered in **Discussion Group 2 – Training** during the case study's strategic meeting. The activity prompt and results can be found in **Appendix D – Case Study Examples**.

Recruiting

To provide quality support, CASA organizations need a special quality of person to become an Advocate, because of the time commitment and the intensity of the work. Finding appropriate volunteers to become PCs is a new challenge. You must be very discerning about who makes it through the PC training; everyone has it in them, but it is not for everyone. Success breeds success. If CASA advocates are doing fantastic work, feeling satisfied, and well rewarded people want to be a part of that group. By demanding more you get a higher quality of volunteer, and you must enforce any rules or regulations so as not to bring that quality down. The important thing is to find a way to be selective without being elite, which can be handled through carefully chosen language and gentle rejection. If someone is not right for an Advocate or Peer Coordinator position, consider finding another way to build them into the organization through special projects or events.

This topic will likely need to be discussed further within your particular organization, especially when making decisions such as whether PC applicants must be selected or if anyone can apply, how you will promote the position to current Advocates, etc. Your Transition Team can help with this, and you can consider creating a special work group from volunteer staff members once the basic framework of your model is developed.

Staff Role

With new positions being created and both paid and unpaid staff doing crucial work for the organization, it will be wise to emphasize that each role is important, they simply have different responsibilities. Rather than the usual vertical staffing hierarchy, the coaching model fits better into a horizontal business model. There will now be fewer Advocates per Peer Coordinator allowing for stronger relationships and personal empowerment; there will also be a team of experts to rely upon to navigate specific, difficult issues.

When introducing a new structure with new people in key roles, it is helpful to have guidelines in place for people to follow. Two such documents are the Sample Coaching Plan and Developing a Process Plan, both found in **Appendix D**. These outlines will help guide the PC and the SPC through the steps of coaching and evaluating the people with whom they are working, in order to maintain the high level of care and advocacy that CASA organizations have always provided for children. As your organization continues to grow, these documents will become increasingly important for quality control and organizational effectiveness and efficiency.

Technology

Consider the technology needs for all the new Advocates and PCs, and brainstorm about ways that advances in equipment and knowledge can help manage the increased number of cases for your organization. Updating with current technology has the possibility to improve current systems in brand new ways, saving everyone time, money and energy.

Some potential areas of focus may include electronic Discovery, online support forums, shared network documents and templates, various marketing tools, etc. The case study organization created an ad hoc Technology Committee on their board of directors very early on in the process, to begin to understand ways that their system could be updated and improved.

Marketing

Promotion of the PC model and solicitation of the additional resources will require new marketing strategies. Additionally, the "I am for the child" campaign has multiple tools that could be used in conjunction with your own organization's plan. As these decisions will certainly be unique, this heading serves primarily as a reminder that it is something that must be taken into account, especially as your marketing strategies may have to be shifted to align with the new model at all levels.

Evaluation

When undergoing any major shift in an organization, it is important to gauge the transition along the way, as well as to consider how it will be evaluated in the future. This involves looking at many different factors, including recruitment, fundraising, volunteer retention, and the quality of the service you provide, to name a few. These aspects should be measured together as they all rely on and support the other factors – it does not help to have great volunteer recruitment strategies if the rest of the model is not working.

One way to outline the various angles that should be considered when evaluating your organization is by using a *Balanced Scorecard*, which is "a tool that translates an organization's mission into a comprehensive set of performance measures that provides the framework for implementing its strategy" (Pineno & Boxx, 2011). The components can vary depending on your organization and specific purpose, but the four primary areas of focus are:

- Stakeholder Perspective – are you meeting the expectations of your stakeholders – the community, the court, the children, etc.?

- Internal Perspective – are the processes that enable you to provide quality advocacy running smoothly?
- Innovation and Learning Perspective – is the infrastructure in place that allows you to continue to improve and create value?
- Financial Perspective – is your organization conveying its strengths and successes to donors? What about areas where you need more support?

All of these factors will be important to review on a regular basis as you move forward. In order to evaluate the more immediate future, the example organization also built in reviews between the Advocate and their PC, and the PC and their SPC. They did not want to connote the potential anxiety that comes with performance evaluations, so they chose to call them support reviews. These are used to assess how the methods of giving and getting support are working, and whether it would be helpful if anything were to be done differently.

- The PC will have a support review with their SPC after the first 60 days of working with an Advocate, and annually after that.
- The PC will also have quarterly case reviews with their SPC.
- The Advocate will have a support review with their PC after 90 days.
- When a case closes, everyone will complete an evaluation of that case.

There are many examples of volunteer assessments and strategy guides found in *Everyone Ready*, accessible by CASA employees from the National CASA website. **Click here for a link directly to *Everyone Ready***. There are also examples of forms that outline the support reviews and case evaluations, found in Additional Materials in **Appendix D**; feel free to amend these as needed to suit your organization.

Additional Tips

- Communicate, communicate, communicate! Converse with your staff more than you think you should, as clearly as possible. This means doing more than just having an open door policy (if you do) as not everyone will feel comfortable asking their questions, and chances are good people will hear different things second and third hand. Regardless of whether you feel like *you* know what is happening, why you are changing, how and when, make sure to repeat these things multiple times to your staff.
- Remind your staff members that they are not going to lose their jobs. Remind them that they are integral to your organization, and will play a key role throughout the transition in helping your organization figure out what is best for you and how to make the PC model work.
- Remind your staff members that the change has nothing to do with them or their performance, rather that it is the model that must be updated.
- Workgroups are helpful to decide what the PC model will look like at your specific organization, and are important to establish buy-in from your staff and stakeholders.
- For the ED – make sure to take care of yourself! Organizational change can be highly stressful and difficult. Check in to make sure you are not spreading yourself too thin, and if you are – ask for more support!

- Include closure in the plan, and checkpoints along the way to track progress. Acknowledge these steps as they are accomplished, praise your staff, your stakeholders and yourself, and celebrate when the transition is complete. **You deserve congratulations!!**

FAQs

- How long have you been working on the transition and how much longer will it take?
    - This organization has spent about a year on the transition so far, which includes their research period, as well as time needed to amend the mistakes in communication early on.
    - They anticipate full implementation taking another few years. From the first implementation of PCs they will assign Advocates only to PCs, but the current Advocates will get to stay with their current SPCs. As those cases close, we are encouraging but not requiring those Advocates to shift to a PC for support, with the goal of zeroing out the SPC's caseloads. Complete readjustment will take as long as those Advocates shift to PCs, retire or are asked to become PCs themselves. They anticipate that by the end of 4 years, all the SPCs will be subject matter experts, all Advocates will be assigned to PCs, and most Advocates will carry two cases. At this point, all children in their jurisdiction will have an Advocate.
- Can we decide instead to slowly phase-in PCs?
    - This is highly discouraged. Because this is a cultural shift for the whole organization, you should transition everyone at once as the plan affects everyone (from development to retention and recruitment to the trainers, etc.). If everyone understands the shift and that you have the potential to cover **all** of the children, then people should be on board.
- Why did staff initially resist the change?
    - The staff here thought the research project that was happening was for the benefit of the intern asking the questions, rather than to determine a possible change for their organization. Also, there was fear around losing jobs, as well as giving lesser quality advocacy to the children. This can all be avoided with clear, consistent communication.
- Are you providing any incentives to staff?
    - The biggest incentive should be that you will soon be serving all the children. If you ask the staff why they are working their jobs in the first place, the answer will likely be that they are there for the kids! Empowering them to make a positive difference in more children's lives, along with lots of positive verbal encouragement, is the primary incentive. Additionally, staff members can be excited about being able to become subject matter experts, and look forward to continued and advanced learning in their areas of interest.

- What are the requirements and evaluations for PCs?
    - They are asking their PCs to commit to 2 years of service, and will have a "Support Review" at 90 days into their case.
- How is implementation being monitored?
    - The Transition Team is monitoring and evaluating the transition as it moves along (think *Continuous Improvement* pg. 29). On a closer level, the SPC should monitor the PC development plans, and the Program Director should monitor the SPC development plans.
- What other major hurdles did you face with this project?
    - It is a lot of work! Coming to agreements with all staff about the topics covered in the work groups, creating new job descriptions, training outlines, evaluation forms, etc. One of the most useful things the Transition Team did to help staff was to create a timeline right away, so that everyone was on the same page about our goals and expectations. This timeline changed throughout the process, and everyone was ok with that, so long as it was clearly laid out. Additionally, deciding on new job titles was huge! When current CASA Supervisors were told they would be transitioning to become Senior Program Coordinators, they felt good about the change. The title was important and very helpful to the staff.
- How do current Advocates feel about the shift? Have you had any trouble recruiting PCs?
    - So far, there has been very positive feedback from Advocates asked to be PCs. People have been flattered to be requested and eager to take on the challenge. The email sent to the Advocate nominees read:

      This is a monumental time for CASA of Lane County. After two years of research and planning, we believe we have found a way to serve EVERY child in Lane County that needs a CASA without dramatically increasing our staffing size or budget. With the support of National CASA, we are moving to a new program model called the Peer Coordinator Model.

      *I am reaching out to you today because **YOU have been nominated** by the CASA Staff to be one our first Peer Coordinators. I have attached the Peer Coordinator Job Description for your review.*

      There are two significant differences between the current model and the new one. The first being a shift from "supervising" volunteers to "coaching" them. In a nutshell, we will empower the CASA to do what we have trained them to do instead of working the case for or with them.

      The second significant change is the utilization of seasoned CASA volunteers trained as Peer Coordinators to support and coach up to 3-5 new CASAs. Each Peer Coordinator will be supported by a Senior Program Coordinator, formerly called a CASA Supervisor. What this all means is that by the year 2016, we will be able to serve all the children that need a CASA! The fall training class that graduates in December 2011 will be the first class assigned to Peer Coordinators. We are so excited!

If this is something that you are interested in considering, please contact me by Monday, October 17th. *I am happy to answer your questions & give you more details.* ***If you are interested and have contacted me, mark your calendar for October 24 (1-5 p.m.) & October 25 (9-4p.m.) for our inaugural CASA Peer Coordinator Training.*** *National CASA will be here to help train staff & Peer Coordinators for their new roles.*

I hope to hear from you soon.

- Some direct quotes from responses include:
    - "Thank you. I am so excited to be involved in this important first step toward getting a CASA for every child."
    - "Thank you for this email; it's a true honor to be considered for such an important position. I am very interested and would like very much to be part of the team. Please let me know what I can/need to do for the position."
    - "Your excitement is understandable. I've been really impressed with the development process and your direction of it.

      I'd be honored and excited to serve as a Peer Coordinator. I think I understand what I'd be getting into and have no further questions about the position. Please let me know what next steps there are, if there is a selection committee I could speak with, etc.

      I'll put the training days and times on my calendar. Thanks."

TERMINOLOGIES

Case Management: The actual work of advocacy, reading the file, investigating the case, interacting with parties and recommending placement and services.

Coaching: Supporting the Advocate through empowerment and a culture of inquiry.

THE DIFFERENCE: When a supervisor goes from supporting an Advocate to micro-managing the Advocate the supervisor changes from volunteer management to case management. In doing so, the supervisor disempowers the Advocate.

Advocate: Formerly referred to as a CASA Volunteer.

Peer Coordinator: An unpaid staff position where an experienced Advocate serves as the immediate supervisor for Advocates. This supervisory position requires an approach of coaching rather than case management or "staffing."

Senior Program Coordinator: Most comparable to Louise's current position, this would replace the role of CASA Supervisor and these staff members would support Peer Coordinators as well as subject matter experts supporting and enhancing our program.

Program Director: Supports the entire CASA program, with immediate coaching of the Program Managers.

Retention Rate: The length of time Advocates continue to serve with our agency.

Retirement Rate: The number of Advocates who decide to no longer take cases (supporters and retirees).

Multiple Case Load: When an Advocate is assigned to more than one case at a time.

JOB DESCRIPTION – PEER COORDINATOR

AGENCY MISSION: Court Appointed Special Advocates provides a powerful voice for abused and neglected children in Lane County.

POSITION: The Peer Coordinator position provides coaching and support to CASAs ensuring that children involved with the CASA program receive sound advocacy and early permanency planning. Concurrently serving as an Advocate is negotiable.

IMPACT OF POSITION: Advocates require and deserve competent coaching and support in order to provide effective and appropriate advocacy for children. CASA of Lane County strives to offer support, which will maximize the CASA's strengths and minimize their limitations.

REPORTS TO: Senior Program Coordinator, subject to Review after 60 days and annually thereafter.

RESPONSIBILITIES TO ADVOCATE:

- Support and coach 3-5 Advocates by providing assistance and consultation as needed and when requested
- Meet with Senior Program Coordinator to review new cases for Advocates
- Introduce case and First Steps Packet with newly assigned Advocates and notify Senior Program Coordinator of case acceptance
- Meet with Advocates to review initial discovery, making note of important documents
- Review all case meetings with the Advocate and consult with Senior Program Coordinator if needed
- Review and approve Advocates' court reports and forward to Senior Program Coordinator to finalize and distribute
- Support your Advocates by attending volunteer appreciation event
- Provide coaching, support and motivation as necessary to maintain and enhance advocacy
- Attend court hearings and CRB meetings as needed
- Review cases with Advocates monthly, or more often if needed

RESPONSIBILITIES TO PROGRAM:

- Remain in good standing as an Advocate of Lane County Volunteer
- Familiarization with CASA Policies and Procedures including: Order of Appointment, Confidentiality Agreement, CASA Contract, ORS Statute, Juvenile Court Etiquette, DHS MOU, Juvenile Court MOU
- Review Advocates' discovery summaries and case updates and forward them to Senior Program Coordinator
- Document the monthly review and other contacts with your Advocates
- Conduct Support Reviews of Advocates after first 60 days of case assignment
- Review cases with Senior Program Coordinator on a quarterly basis, or more often if needed
- Notify Senior Program Coordinator of critical events in a case
- Track court hearings and CRB dates and confirm Advocate's attendance
- Consult with Senior Program Coordinator regarding Advocate performance concerns
- Complete Case Conclusion Form to review Advocates at case closing
- Meet with Advocate to complete and discuss the Case Closing Form
- Provide adequate notice to Senior Program Coordinator for planned absences
- Attend conferences, seminars, and meetings as requested by the Senior Program Coordinator

- Maintain and submit Peer Coordinator Monthly Time Sheets
- Maintain and submit Peer Coordinator Monthly Contact and Update Forms
- Submit Quarterly Statistics to Waitlist Coordinator

COMMITMENT: Peer Coordinators will need to make a two year commitment with the approximate monthly workload of 20-30 hours a month.

QUALIFICATIONS

- *Experience* – Must have served as an Advocate for CASA of Lane County in good standing for preferably at least two calendar years.
- *Professionalism* - Follows through on commitments; Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions.
- *Teamwork* - Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.
- *Communication* - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Participates in meetings. Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Able to read and interpret written information.
- *Delegation* - Delegates and monitors work assignments for Advocatse; Matches the responsibility to the person; Gives authority to work independently; Sets expectations; Provides recognition for results.
- *Problem Solving* - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions.
- *Planning/Organizing* - Prioritizes and plans work activities; Uses time efficiently; Sets goals and objectives; Assists Advocates with organizing their tasks.
- *Interpersonal Skills* - Focuses on solving conflict, not blaming; Listens to others without interrupting; Keeps emotions under control; Remains open to constructive feedback and others' ideas.
- *Customer Service* - Manages difficult or emotional Advocate situations; Responds promptly to ADVOCATE needs; Solicits Advocate feedback to improve service; Facilitates communication.
- *Initiative* - Volunteers readily; Undertakes self-development activities; Looks for and takes advantage of opportunities; Asks for and offers help when needed.
- *Computer Skills* - To perform this job successfully, an individual should have knowledge of**:** Internet software; Spreadsheet software and Word Processing.

JOB DESCRIPTION – SENIOR PROGRAM COORDINATOR

REPORTS TO: Program Director

SUPERVISES: Advocate and Peer Coordinator Volunteers

FTE AND BENEFITS:

- Current FTE: 1.0 (40 hours/week)
- PTO (paid time off) prorated to FTE and length of employment

- Health insurance (medical, dental, vision) and simple IRA retirement benefits
- This position is salaried and exempt, i.e. not subject to state and federal wage and overtime requirements

AGENCY MISSION: Court Appointed Special Advocates provides a powerful voice for abused and neglected children in Lane County.

THE POSITION: The Senior Program Coordinator supervises and supports Peer Coordinators and Advocates to oversee and implement the direct service of the CASA Program.

RESPONSIBILITIES TO THE ADVOCATES

- Introduce case to assigned ADVOCATE and notify Wait List Coordinator and Program Director of case acceptance
- Provide coaching, support and motivation as necessary to maintain and enhance advocacy
- Review cases with Advocates monthly and utilize coaching techniques when appropriate
- Review all case meetings with the Advocate and consult with Program Director if needed
- Review and approve Advocate court reports and finalize and distribute to Court and Parties to the case
- Attend court hearings and CRB meetings as needed
- Support your Advocates by attending volunteer appreciation event and recognizing their achievements
- Conduct and debrief End of Case Review with Advocates at case closing

RESPONSIBILITIES TO THE PEER COORDINATOR VOLUNTEER

- Provide coaching and support to assigned Peer Coordinators and oversee their work on their ongoing Advocate cases.
- Meet with Peer Coordinator to review cases for Advocates
- Notify the Peer Coordinator when a new case file and working file are available to pick up
- Provide coaching, support and motivation as necessary to maintain and enhance the support Advocates receive.
- Meet with Peer Coordinator to determine and discuss any problems or plans involving the Advocate
- Conduct 60-day and annual Support Reviews for Peer Coordinators
- Notify Peer Coordinators of conferences, seminars and meetings as appropriate
- Review Advocate cases with Peer Coordinator quarterly, or more frequently as needed
- Support your Peer Coordinators by attending the volunteer appreciation event and recognizing their achievements

RESPONSIBILITIES TO THE PROGRAM:

- Assist Volunteer Coordinator with interviewing potential Advocate volunteers
- Meet with Waitlist Coordinator & Trainer for case assignment
- Participate in CASA University, Peer Coordinator training and ongoing trainings
- Submit all court orders including petitions, substitutions and dismissals.
- Sort initial discovery on a new case and set up a “working file” for the Peer Coordinator.

- Sort subsequent discovery and distribute "working file" documents to the Peer Coordinator and all originals to the Advocate.
- Finalize and distribute CASA Court Reports
- Serve as a liaison between CASA program and strategic partners – court, attorneys, DHS, CRB & other service providers
- Identify with Program Director a specialty of interest to pursue and support program
- Provide coverage for Peer Coordinators as needed.
- Familiarization with CASA Policies and Procedures including: Order of Appointment, Confidentiality Agreement, CASA Contract, ORS Statute, Juvenile Court Etiquette, DHS MOU, Juvenile Court MOU.
- Review Advocates' discovery summaries/case updates for coaching opportunities
- Document monthly case reviews and other contacts as reported by Advocate or Peer Coordinator Volunteers
- Review cases with Program Director on a quarterly basis, or more often if needed
- Notify Program Director of critical events in the case
- Distribute and Track court hearings and CRB dates and confirm Advocate's attendance
- Consult with Program Director regarding Advocate performance concerns
- Provide adequate notice to Program Director for planned absences
- Participate in the Peer Coordinator Screening process

QUALIFICATIONS

- *Education and/or Experience* **-** A Bachelor's degree is preferred in social work, psychology or a combination of education and work experience in human services; Must have previous experience working with volunteers and knowledge and understanding of juvenile law, child abuse and neglect, families in crisis, and other social services skills.
- *Delegation* - Delegates and monitors work assignments for Peer Coordinators and Advocates; Matches the responsibility to the person; Gives authority to work independently; Sets expectations; Provides recognition for results.
- *Communication* - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings; Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.
- *Planning/Organizing* - Prioritizes and plans work activities; Uses time efficiently; Sets goals and objectives; Assists Peer Coordinators and Advocates with organizing their tasks.
- *Customer Service* - Manages difficult or emotional Peer Coordinator and Advocate situations; Responds promptly to Peer Coordinator and Advocate needs; Solicits Peer Coordinator and Advocate feedback to improve service; Facilitates communication.
- *Problem Solving* - Identifies and resolves problems in a timely manner; Focuses on solving conflict, not blaming; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.
- *Interpersonal Skills* - Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.
- *Teamwork* - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

- *Professionalism* - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.
- *Dependability* - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan.
- *Computer Skills* - To perform this job successfully, an individual should have knowledge of: Google mail and documents; Internet software; Spreadsheet software and Word Processing.
- *Organizational Support* - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity; Works within approved budget; Conserves organizational resources.
- *Judgment* - Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.
- *Initiative* - Volunteers readily; Undertakes self-development activities; Seeks increased responsibilities; Takes independent actions and calculated risks; Looks for and takes advantage of opportunities; Asks for and offers help when needed.

Appendix A – Organizational Change Resources

Annotated Bibliography of Additional Resources on Implementing and Managing Systems Change

Recent publications, research, and reports on planning, implementing, and evaluating systems change in child welfare and other human service systems.

Adaptive Leadership
This article from Creelman Research defines and captures the essence of the challenges and rewards of asserting Adaptive Leadership in environments which may be hostile to change. It provides a summary of Ron Heifetz's new book, *The Practice of Adaptive Challenge.* http://westpac.fmhi.usf.edu/docs/AdaptiveLeadership.pdf

ADKAR Model: A change management tutorial *series*
Describes the building blocks of the ADKAR model and describes how to build Awareness, create Desire, develop Knowledge, foster Ability and Reinforce changes in an organization. http://www.change-management.com/tutorial-adkar-overview.htm

Awake at the Wheel
This article posits three types of systems change and the need for a conscious approach to move beyond developmental change to transformation. Such requires personal changes and ongoing pursuit of learning for both leaders and the workforce. http://westpac.fmhi.usf.edu/docs/Awake%20at%20the%20Wheel%20article.pdf

Building Upon the Theory of Change for Systems of Care
This paper outlines the organizational philosophy of systems of care for children with serious emotional disturbance and their families and expands the theory of change underlying systems of care to enhance understanding of what they can be expected to accomplish. http://westpac.fmhi.usf.edu/docs/lv1arios%20Article.pdf

A Closer Look
This series of short reports provides information that communities nationwide can use in planning, implementing, and evaluating effective child welfare driven systems of care, and is intended as a tool for administrators and policymakers leading systems change initiatives. http://www.childwelfare.gov/svstemwide/service/soc/communicate/initiative/closerlook/

Critical Factors in Systems of Care Implementation
This issue brief presents cross-site patterns of system implementation. These patterns emerged from the analysis of locally identified implementation factors that stakeholders considered critical to system of care development, and are grouped into four categories: Values and Beliefs Factors, Goals Factors, Structures Factors, and Information Factors. http://westpac.fmhi.usf.edu/docs/2CriticalFactors.pdf

Implementation Research: A Synthesis of the Literature
This monograph describes the current state of the science of implementation, and identifies what it will take to transmit innovative programs and practices to mental health, social services, juvenile justice, education, early childhood education, employment services, and substance abuse prevention and treatment. *http://www.fpq.unc.edu/~nirn/resources/publications/Monoqraph/pdf/Monoqraph full.pdf*

Kotter's 8- Step Change Model
Describes Kotter's eight-step change process from his book, "Leading Change," published by Harvard Business School Press, 1995. http://www.mindtools.com/pages/article/newPPM 82.htm

Leadership Qualities in Successful Systems of Care: The Role of Leadership in System Implementation
This issue brief identifies four factors critical to transformational leaders who are successful in implementing system of care. http://rtckids.fmhi.usf.edu/rtcpubs/study02/issueBrief3.pdf

Organizational Change through Influencing Individual Change
Organizational change effort needs to be approached as a process of identifying individual sub-groups; these sub-groups will require a change process tailored to the needs of the individuals within the group.
http://www.entarga.com/orgchange/InfluencingIndividualChanRe.pdf

An Overview of Change Management
This document describes change management, and how it differs from project management.
http://westpac.fmhi.usf.edu/docs/Changemgmt final.doc

Scale of Change
This document presents case studies that highlight how child welfare authorities can be engaged in strengths-based, respectful collaboration with foster parents, young people, and parents accused of abuse and neglect, exploring how the reforms were conceived, implemented, and expanded across the district or state. http://westpac.fmhi.usf.edu/docs/ScaleOfChange web.pdf

A Survival Guide for Leaders
This "survival guide" offers tactical advice about relating to your organization and the people in it and about focusing on your own human needs and vulnerabilities as you lead major organizational change.
http://westpac.fmhi.usf.edu/docs/LeaderSurvivalGuide.pdf

Survival Guide for Leaders
This article from the Harvard Business Review highlights ways in which leaders can steer an organization through difficult change and offers guidance on a leaders' management of one's environment and oneself. http://westpac.fmhi.usf.edu/docs/SurvivalGuideForLeaders.pdf

TriEthnic Center Stages of Community Readiness
This handout outlines nine stages of readiness identified in prevention research, with stage one being the least supportive of prevention efforts and stage nine being the most advanced and supportive. http://westpac.fmhi.usf.edu/docs/14StagesCommReadiness.pdf

Why Organizational Change Fails
This list identifies the most common reasons why organizational change fails; allowing you to prevent mistakes in future attempts at change.
http://www.marksanborn.corn/blog/why-organizational-change-fails/

Cisco video on organizational change

This is a short video about a news team that has to undergo a big shift in structure. Initially no one is pleased about the change, but the video follows some key steps in transition and it ends well.

Click here to watch the video.

Kotter's 8-Step Change Model

Implementing change powerfully and successfully

Learn how to implement change successfully.
© iStockphoto

Change is the only constant.
– Heraclitus, Greek philosopher

What was true more than two thousand years ago is just as true today. We live in a world where "business as usual" IS change. New initiatives, project-based working, technology improvements, staying ahead of the competition – these things come together to drive ongoing changes to the way we work.

Whether you're considering a small change to one or two processes, or a system-wide change to an organization, it's common to feel uneasy and intimidated by the scale of the challenge.

You know that the change needs to happen, but you don't really know how to go about doing delivering it. Where do you start? Whom do you involve? How do you see it through to the end?

There are many theories about how to "do" change. Many originate with leadership and change management guru, John Kotter. A professor at Harvard Business School and world-renowned change expert, Kotter introduced his eight-step change process in his 1995 book, "Leading Change." We look at his eight steps for leading change below.

Step One: Create Urgency

For change to happen, it helps if the whole company really wants it. Develop a sense of urgency around the need for change. This may help you spark the initial motivation to get things moving.

This isn't simply a matter of showing people poor sales statistics or talking about increased competition. Open an honest and convincing dialogue about what's happening in the marketplace and with your competition. If many people start talking about the change you propose, the urgency can build and feed on itself.

What you can do:

- Identify potential threats, and develop scenarios showing what could happen in the future.
- Examine opportunities that should be, or could be, exploited.
- Start honest discussions, and give dynamic and convincing reasons to get people talking and thinking.
- Request support from customers, outside stakeholders and industry people to strengthen your argument.

Kotter suggests that for change to be successful, 75% of a company's management needs to "buy into" the change. In other words, you have to really work hard on Step One, and spend significant time and energy building urgency, before moving onto the next steps. Don't panic and jump in too fast because you don't want to risk further short-term losses – if you act without proper preparation, you could be in for a very bumpy ride.

Step Two: Form a Powerful Coalition

Convince people that change is necessary. This often takes strong leadership and visible support from key people within your organization. Managing change isn't enough – you have to lead it.

You can find effective change leaders throughout your organization – they don't necessarily follow the traditional company hierarchy. To lead change, you need to bring together a coalition, or team, of influential people whose power comes from a variety of sources, including job title, status, expertise, and political importance.

Once formed, your "change coalition" needs to work as a team, continuing to build urgency and momentum around the need for change.

What you can do:

- Identify the true leaders in your organization.
- Ask for an emotional commitment from these key people.
- Work on team building within your change coalition.
- Check your team for weak areas, and ensure that you have a good mix of people from different departments and different levels within your company.

Step Three: Create a Vision for Change

When you first start thinking about change, there will probably be many great ideas and solutions floating around. Link these concepts to an overall vision that people can grasp easily and remember.

A clear vision can help everyone understand why you're asking them to do something. When people see for themselves what you're trying to achieve, then the directives they're given tend to make more sense.

What you can do:

- Determine the values that are central to the change.
- Develop a short summary (one or two sentences) that captures what you "see" as the future of your organization.
- Create a strategy to execute that vision.
- Ensure that your change coalition can describe the vision in five minutes or less.
- Practice your "vision speech" often.

For more on creating visions, see our Mind Tools article on **Mission Statements and Vision Statements**.

Step Four: Communicate the Vision

What you do with your vision after you create it will determine your success. Your message will probably have strong competition from other day-to-day communications within the company, so you need to communicate it frequently and powerfully, and embed it within everything that you do.

Don't just call special meetings to communicate your vision. Instead, talk about it every chance you get. Use the vision daily to make decisions and solve problems. When you keep it fresh on everyone's minds, they'll remember it and respond to it.

It's also important to "walk the talk." What you do is far more important – and believable – than what you say. Demonstrate the kind of behavior that you want from others.

What you can do:

- Talk often about your change vision.

- Openly and honestly address peoples' concerns and anxieties.
- Apply your vision to all aspects of operations – from training to performance reviews. Tie everything back to the vision.
- Lead by example.

Step Five: Remove Obstacles

If you follow these steps and reach this point in the change process, you've been talking about your vision and building buy-in from all levels of the organization. Hopefully, your staff wants to get busy and achieve the benefits that you've been promoting.

But is anyone resisting the change? And are there processes or structures that are getting in its way?

Put in place the structure for change, and continually check for barriers to it. Removing obstacles can empower the people you need to execute your vision, and it can help the change move forward.

What you can do:

- Identify, or hire, change leaders whose main roles are to deliver the change.
- Look at your organizational structure, job descriptions, and performance and compensation systems to ensure they're in line with your vision.
- Recognize and reward people for making change happen.
- Identify people who are resisting the change, and help them see what's needed.
- Take action to quickly remove barriers (human or otherwise).

Step Six: Create Short-term Wins

Nothing motivates more than success. Give your company a taste of victory early in the change process. Within a short time frame (this could be a month or a year, depending on the type of change), you'll want to have results that your staff can see. Without this, critics and negative thinkers might hurt your progress.

Create short-term targets – not just one long-term goal. You want each smaller target to be achievable, with little room for failure. Your change team may have to work very hard to come up with these targets, but each "win" that you produce can further motivate the entire staff.

What you can do:

- Look for sure-fire projects that you can implement without help from any strong critics of the change.
- Don't choose early targets that are expensive. You want to be able to justify the investment in each project.
- Thoroughly analyze the potential pros and cons of your targets. If you don't succeed with an early goal, it can hurt your entire change initiative.
- Reward the people who help you meet the targets.

Step Seven: Build on the Change

Kotter argues that many change projects fail because victory is declared too early. Real change runs deep. Quick wins are only the beginning of what needs to be done to achieve long-term change.

Launching one new product using a new system is great. But if you can launch 10 products, that means the new system is working. To reach that 10th success, you need to keep looking for improvements.

Each success provides an opportunity to build on what went right and identify what you can improve.

What you can do:

- After every win, analyze what went right and what needs improving.
- Set goals to continue building on the momentum you've achieved.
- Learn about **kaizen**, the idea of continuous improvement.
- Keep ideas fresh by bringing in new change agents and leaders for your change coalition.

Step Eight: Anchor the Changes in Corporate Culture

Finally, to make any change stick, it should become part of the core of your organization. Your corporate culture often determines what gets done, so the values behind your vision must show in day-to-day work.

Make continuous efforts to ensure that the change is seen in every aspect of your organization. This will help give that change a solid place in your organization's culture.

It's also important that your company's leaders continue to support the change. This includes existing staff and new leaders who are brought in. If you lose the support of these people, you might end up back where you started.
What you can do:

- Talk about progress every chance you get. Tell success stories about the change process, and repeat other stories that you hear.
- Include the change ideals and values when hiring and training new staff.
- Publicly recognize key members of your original change coalition, and make sure the rest of the staff – new and old – remembers their contributions.
- Create plans to replace key leaders of change as they move on. This will help ensure that their legacy is not lost or forgotten.

Tip:
This is just one of the articles on change management on Mind Tools. See also our articles on **Change Management**, **Lewin's Change Model**, using the **Change Curve**, the **Burke-Litwin Change Model** and **Overcoming Cultural Barriers to Change**.

Key Points

You have to work hard to change an organization successfully. When you plan carefully and build the proper foundation, implementing change can be much easier, and you'll improve the chances of success. If you're too impatient, and if you expect too many results too soon, your plans for change are more likely to fail.
Create a sense of urgency, recruit powerful change leaders, build a vision and effectively communicate it, remove obstacles, create quick wins, and build on your momentum. If you do these things, you can help make the change part of your organizational culture. That's when you can declare a true victory. Then sit back and enjoy the change that you envisioned so long ago.

Appendix B – Change Readiness Assessments

SVP Organizational Capacity Tool

This tool from Venture Philanthropy Partners for Social Venture Partners is a self-assessment instrument that helps nonprofits identify capacity strengths and challenges and establish capacity building goals. **Click here to access the file,** then click "view the tool."

Who's Ready for Whole System Change?

This article by Sherene Zolno includes the Change Readiness Checklist included in Chapter 2 of this guide, and discusses the theory that organizational change happens as part of **intentional collective action**. **Click here to access the article**.

Good to Great Tools

This website from Jim Collins can help you discover where you are on your journey from good to great and articulate your organization's vision. **Click here to go to the website.**

Appendix C – Coaching Strategies

The GROW Model to Coaching

Coaching others to improve performance

Support your team members as they develop.

One key role of any leader is to coach team members to achieve their best. As a "coach" or mentor, you will typically help your team members to solve problems, make better decisions, and learn new skills or otherwise progress in their role or career.

While some leaders are fortunate enough to get formal training in coaching skills, many are not. They have to develop these for themselves.

Now this may sound daunting. But if you arm yourself with some of proven techniques, find opportunities to practice and learn to trust your instincts, you can become a better coach, and so enhance your team's performance.

One proven approach that helps with this it the GROW model. GROW is an acronym standing for Goal – Current Reality – Options – Will. The model is a simple yet powerful framework for structuring a coaching or mentoring session.

A useful metaphor for the GROW model is the plan you might make for an important journey. First, you start with a map: With this, you help your team member decide where they are going (their Goal) and establish where they currently are (their Current Reality). Then you explore various ways (the Options) of making the journey. In the final step, establishing the Will, you ensure your team member is committed to making the journey and is prepared for the conditions and obstacles they may meet on their way.

Tip 1: Know Your Own Role
In its traditional application, the GROW model assumes that the coach is not an expert in the "client's" situation, and therefore must act as an objective facilitator, helping the client select the best options and not offering advice or direction.

However, when a leader coaches his or her team members, or acts as a mentor to them, other dynamics are in play: As a leader you will usually have some expert knowledge to offer (see our article on expert power.) Also, it's your job to guide the selection of options which are best for your organization, and veto options that are harmful.

How to Use the Tool:

Use the following steps to structure a coaching session:

1. *Establish the Goal:*
   First, with your team member, you must define and agree the goal or outcome to be achieved. You should help your team member define a goal that is specific, measurable and realistic.
2. In doing this, it is useful to ask questions like:
   - "How will you know that you have achieved that goal?"
   - "How will you know the problem is solved?"
3. *Examine Current Reality:*
   Next, ask your team member to describe their Current Reality. This is a very important step: Too often, people try to solve a problem without fully considering their starting point, and often they are missing some of the information they need to solve the problem effectively.
4. As the team member tells you about his or her Current Reality, the solution may start to emerge.
5. Useful coaching questions include:
   - "What is happening now?"
   - "What, who, when, how often"
   - "What is the effect or result of that?"
6. *Explore the Options:*
   Once you and your team member have explored the Current Reality, it's time to explore what is possible – meaning, all the many possible options you have for solving the problem. Help your team member generate as many good options as possible, and discuss these.
7. By all means, offer your own suggestions. But let your team member offer his or hers first, and let him or her do most of the talking.
8. Typical questions used to establish the options are:
   - "What else could you do?"
   - "What if this or that constraint were removed?
   - "What are the benefits and downsides of each option?"
   - What factors will you use to weigh up the options?
9. *Establish the Will:*
   By examining Current Reality and exploring the Options, your team member will now have a good idea of how he or she can achieve their Goal. That's great – but in itself, this may not be enough! So your final step as coach is to get you team member to commit to specific action. In so doing, you will help the team member establish his or her will and motivation.
10. Useful questions:
    - "So what will you do now, and when?
    - "What could stop you moving forward?"
    - "And how will you overcome it?"
    - "Will this address your goal?"
    - "How likely is this option to succeed?"
    - "What else will you do?"

Tip 2: Practice by Coaching Yourself
A great way to practice using the model is to address your own challenges and issues. When you are 'stuck' with something, you can use the technique to coach yourself. By practicing on your own challenges and issues, you will learn how to ask the most helpful questions. Write down some stock questions as prompts for future coaching sessions.

Tip 3: Ask Great Questions and Listen Well
The two most important skills for a coach are the ability to ask good questions, and effective listening.

Don't ask closed questions: "Did that cause a problem?" Do ask open ones: "What affect did that have?" Be prepared with a list of questions to for each stage of the G-R-O-W process.

Listen well and let your "client" do most of the talking. Remember that silence is valuable thinking time: You don't always have to fill silence with the next question.

Appendix D – Case Study Examples

Online Announcement

http://www.casa-lane.org/about/program-expansion/

Strategic Meeting Agenda

September 19; 1-5

1:00	Welcome Introductions Agenda review Cisco Video (Click here to watch the video.) Our Vision (Data Comparison sheet + Timeline)
2:00	National CASA's 2020 Vision Peer Coordinator Model overview *Break* Coaching Training Recruitment video (found in "I am for the child" campaign tools) Wrap Up

September 20; 9-5pm

9:00 – 9:30	Yesterday's highlights Schedule/format/facilitators Ground Rules Terminology Team Assignments (fun activity: design your own magazine cover – photo + tagline)
9:30 – 10:30	Discussion Group #1 – Job Descriptions
10:30 – 11:30	Discussion Group #2 – Peer Coordinator Training
11:30 – 12:00	Photo shoot
12:00 – 1:00	Lunch
1:00 – 2:00	Discussion Group #3 – Discovery Management
2:00 – 3:00	Discussion Group #4 – Court Reports

3:00 – 4:00 Next Steps
Workgroup sign-ups

Hand-Outs

Data Comparison Sheet

Existing Staffing Model vs. Proposed Staffing Model

	FY 2010	FY 2011 as of 09/07/2011	To Meet Need in Current Model	Proposed Model
CASA Advocates	170	159	351	265
Peer Coordinators	0	0	0	53
CASAs Sworn-In	30	Est. 40	73	55
Percent of CASAs with Multiple Cases	13.4%	6.7%	N/A	33.3%
Training Classes	2	Est. 2	4	3
CASAs Retired	38 (22.3%)	10	73(22.3%)	
Children Served	295	206	702	705
Staff (FTE)	9.5	10.5	21	11
Budget	531,900	$630,791	$1.1 Million	$682,000

Timeline

TIMELINE

"The best way to predict the future is to create it." Peter Drucker

August 31 Staff Retreat: All staff & outside presenter – Team Building

September 6 Fall Advocate training begins

September 19 & 20 Kick-off & planning meetings: All staff, NCASAA Regional Program Officer, Transition Team, Advocate Representatives – Mission building; training; coaching; discussion groups; sign up for workgroups

September 26 Transition Team meets to review work from meetings

September 27-30 Peer Coordinator Job Description/Selection Workgroup

September 27-October 7 Work groups meet to develop procedures for Discovery Management, Court Reports & Senior Program Coordinator Job Description

October 5-7 Peer Coordinators Nominated & Recruited

October 12	Transition Team Meets to review workgroup outcomes
October 13	Process Evaluations Sent
October 13	Next Steps in Planning Process Announced
October 21	Process Evaluations Due
October 24-25	Pre-service training for Peer Coordinators, Program Staff NCASAA Regional Program Officer – lead
November 6	Host a Kick Off for CASAs to announce change Outline the new model Announce the inaugural cohort of Peer Coordinators Any other announcements re: support services
November 2, 9 & 16	Introduce Peer Coordinators to Advocate trainees
December 2011	Assign new Advocates to Peer Coordinator Advocates are sworn-in
January 2012	First Steps and Case Assignment
March 2012	Evaluation Meeting – How is it going?

Bibliography

Court Appointed Special Advocates. (2011). Retrieved September 2011, from http://nc.casaforchildren.org/files/public/community/programs/Standards-QA/Self_Assessment_Questions.pdf

Kotter, J. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 59-67.

Pineno, C., & Boxx, W. (2011). The business school strategy: Continuous improvement by implementing the balanced scorecard. *Academy of Business Disciplines Journal*, Retrived from http://www.abdjournal.org/Vol3/V3PinenoP15-P29.pdf.

U.S. Department of Health & Human Services. (2009). Foster Care Statistics 2009. *Child Welfare Information Gateway*, Retrieved from http://www.childwelfare.gov/pubs/factsheets/foster.pdf#page=1.

U.S. Department of Labor. (2011). *Compliance Assistance - Fair Labor Standards Act*. Retrieved 2011, from www.dol.gov

University of Southern Queensland. (2011). Model for continuous improvement. Retrieved from http://www.usq.edu.au/hr/healthsafe/usqsafe/projz/projzcontimp.

Wilson, A., & McBride, D. (2001). *Volunteer management manual for Child Advocates, Inc.* Houston, TX.

Zolno, S. (2008). Who's ready for whole system change? Retrieved from http://proactionassociates.com.