The Peer Coordinator Model

A Guide to Transition

CASA of Lane County, Oregon

Preface

The Peer Coordinator Model guide is the result of a creative collaborative effort between CASA of Lane County, Oregon, the National CASA Association and several local CASA programs. Its purpose is to equip CASA organizations with the tools needed to transition from a traditional staffing framework to the Peer Coordinator Model. The Peer Coordinator Model uses specially trained seasoned volunteers to coach, coordinate, support, and when needed, supervise volunteer advocates. This model includes a shift for some paid staff from case management/supervision to coaching and for most paid staff from being volunteer advocate managers/supervisors to subject matter experts and peer coordinator coordinators. The Peer Coordinator Model incorporates professional development for paid and unpaid staff on best practices in volunteer management. The professional development aspects of the model are useful for any and all CASA/GAL programs–big and small, urban and rural, government run and nonprofit, one staff or an office full of employees whether or not the program decides to implement the model. This guide is a compilation of program experiences and best practices from business and volunteer management literature. It includes tools, training modules and resources. The hope is that it will lead any committed program through the transition as smoothly as possible, with an end goal of providing advocacy for every child in need. You can do this!

You don't have to do this alone. In addition to the resources provided in this guide and on the National CASA website, programs implementing a Peer Coordinator Model are invited to participate in a monthly telephonic conversation to discuss and resolve issues collectively and strategically using the *continuous improvement process*. Contact your Regional Program Officer to access this additional support.

Throughout the research, practical application and writing process, many state and local CASA organizations provided assistance and information. We sincerely appreciate their time, effort and ongoing commitment and thank CASA of Maricopa County, AZ, CASA of Contra Costa County, CA, and Child Advocates, Inc. Houston, TX.

As of the publication of this guide in mid-2012, the Peer Coordinator Model is in its infancy. Local programs are evaluating the model and we are encouraged but we do not yet have comprehensive evidence of effectiveness. We invite you to share with National CASA your experiences in the development, implementation and evaluation of the Peer Coordinator Model.

For additional research on volunteers in leadership positions, please go to http://www.newyorkcares.org/downloads/2009Leadership_Ladder.pdf

This guide was made possible by a grant from the National CASA Association through support from the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

Key considerations and activities

Before considering a programmatic shift to the Peer Coordinator Model, consult legal counsel so the requirements of the Fair Labor Standards Act (FLSA) and any state laws can be considered. We also recommend you consult with your state CASA/GAL office to see if there are other programs exploring the model as well as if the state office knows of any state laws or unique circumstances that might prohibit or discourage use of the model.

Your program staff and board (or other governing body) should engage in a review of insurance considerations, including workers compensation, to explore implications of such a model, participate in learning opportunities about the model and undergo an organizational assessment to determine need and readiness including considerations around budget, training, recruitment, staffing and organizational culture. Following this level of exploration, you should develop a written plan and timeline for implementation of the model.

Fully investigating these topics while you are in the exploration phase of the model will help avoid potential setbacks after implementation.

The National CASA *Standards for Local CASA/GAL Programs* include requirements for the exploration and implementation of the peer coordinator model or any model of volunteer coordination of advocates. Please review Standard 6.G.6. and 7 (cited on page 3 of this guide) for the current requirements.

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“People don’t resist change, they resist being changed.” ~ Peter Bregman

Introduction to the Guide

This guide is a tool for transitioning your CASA/GAL organization from the traditional staffing model to the peer coordinator model. 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 change, and helps you to assess whether you are ready for that change. Next, it outlines the peer coordinator model, using specially trained seasoned volunteers to coach, coordinate, support, and when needed, supervises advocate volunteers. This model includes a shift for some paid staff from case management/supervision to coaching and for most paid staff from being volunteer advocate managers/supervisors to subject matter experts and peer coordinator (PC) coordinators. The guide will help you evaluate which particular aspects of your organization might need to be altered, and it details how to go about implementing and evaluating the changes. 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 assistance.

The overarching goals of the peer coordinator model (PCM) are providing a successful experience for volunteer advocates, quality advocacy for children and increasing the number of children served by your program. 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. When each member of your program understands and executes their role and responsibilities, your program will be the very best that it can be for the children you serve.

The Peer Coordinator Model is an organizational model using seasoned volunteers to support, coach, and supervises advocate volunteers and is supported by NCASAA. The purpose of the new system is:

To create a fluid system of coaching and support for advocates

To strengthen everyone’s connections to the program, not it’s people

To expand the shared knowledge base

To build solid relationships between all staff, paid and unpaid

To provide a CASA advocate for every child in care

The goal of the peer coordinator model is to serve exponentially more children without having to equally increase staff and budget; it is about working smarter, not harder and to increase retention by building stronger relationships between all of the organization members, paid staff, unpaid staff, and advocates.

Please note: Even if you do not attempt or embrace the PCM the emphasis on Coaching, Motivation, and Leadership are valuable trainings for ALL CASA/GAL programs.

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 PCM.

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. If you are transparent and open with all paid staff, you will help in keeping everyone on the same page and will dispel the negative feelings (”reduce resistance” to change. A mantra that needs to be repeated throughout the process) 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/GAL 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 has committed to audacious, yet vitally necessary, 2020 goals. As members of National CASA, we join our network in the fight on behalf of America’s children until every child who needs the support of a CASA volunteer has one, and until our volunteer base reflects the diverse make-up of the children that we serve in the child welfare system.

PCM is not a half-hearted call for each of us to work harder, and do more, yet again, with less.

It is, instead, an opportunity to work smarter and more collaboratively, with a set of tools that has been proven to be effective in garnering the support of all the constituents with whom we need to cultivate relationships: donors; volunteers; local and national foundations; companies; service organizations; and even the key policy makers and adjudicators who have so much influence on how well funded and effective a CASA/GAL program can be. The PCM can be an additional tool focused on our audacious 2020 goals.

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.

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 achieve a net increase the number volunteer advocates by 6% annually, we will we *will* serve average child in care by 2020. Thus, by examining your CASA program's efficiency and efficacy, you are aligning with the greater goal and help to achieve the vision.

National CASA Association Standards for Peer Coordinator Model

The National CASA *Standards for Local CASA/GAL Programs* have requirements regarding the use of the peer coordinator model. They are:

Standard 6.G.6. A CASA/GAL program considering using a peer coordinator model (or other models utilizing volunteers coordinating other volunteers) must:

a. Seek legal counsel before adoption so the requirements of the Fair Labor Standards Act (FLSA) and any state laws can be considered.

b. Engage in a review of insurance considerations, including workers compensation, to explore implications of such a model.

c. Participate in learning opportunities about the model.

d. Undergo an organizational assessment to determine need and readiness including considerations around budget, training, recruitment, staffing and organizational culture.

e. Develop a written plan and timeline for implementation of the model.

6.G.7. A CASA/GAL program that adopts and implements a peer coordinator model (or other models utilizing volunteers coordinating other volunteers):

a. Has a written job description for the position of peer coordinator.

b. Provides adequate supervision for the peer coordinator and holds them accountable for the performance of assigned duties and responsibilities.

c. Has a written policy that requires a peer coordinator to participate in equivalent staff orientation, training and evaluation as paid staff.

d. Maintains that an employee assigned to the supervision of a peer coordinator as a full-time function will not supervise more than 15 peer coordinators.

e. Maintains that a peer coordinator will not oversee more than 10 volunteers.

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 in running its day-to-day business, it is still a part of a greater whole and, as such, your organization's mission should align with that of the National CASA Association. 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 CASA/GAL programs or on their waiting lists. The overarching goal is to provide a CASA/GAL for *every* child in need. While some local CASA/GAL organizations may be accomplishing that goal, most are not.

In order to determine whether your CASA/GAL program is meeting the need in your area, it is important to review historical and current data, such as the children eligible for services, the children currently being served by your organization, the children assigned to each CASA/GAL volunteer, etc. These figures should be reviewed going back for five years, in order to ensure that the current 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 as needed.

CASA/GAL 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 advocate (annual expenses divided by active advocates)						
Costs per child (annual expenses divided by children being served)						
Additional data relevant to your organization						

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 paid 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 PCM is indicated.

NOTE: How many cases/sibling groups do the advocates carry on their caseload? A simple method to increase capacity is to encourage and expect all volunteer 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, can the program offer additional support so that many more advocates can carry 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 increase high quality advocacy for ALL children in need.

You should consider which aspects of the program need to be altered and which can be maintained. In some cases, maybe hiring one more advocate 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 may not be feasible option. It is imperative to examine how your CASA/GAL 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 approach is known as the *Continuous Improvement Process*, "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 – How It Works: A Case Study

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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.

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At this point, the PCM should be weighed as an option. While it is certainly not the *only* option, several CASA/GAL organizations around the nation are using the model as a strategy to reach the goal of serving every child in their jurisdiction. The rest of the guide focuses specific on the PCM, and includes a case study from one CASA/GAL 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 (RPO) for assistance in interpreting the data. Your RPO 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 desired and needed, share this information with the staff and board or government supervisor. Including them from this early stage will increase buy-in and garner support (reduce resistance). Getting their feedback and input will also help to anticipate and navigate the specific challenges that *your* organization will face. Additionally, your board of directors or government supervisor will need to integrate this potential shift into your strategic plan.

When making this announcement, 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 all viewpoints are heard. 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 additional assessments to ensure you are ready for this change. This material is covered in chapter 2.

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

FAQs

- With this initial evaluation, what are we assessing and how?
    - This process helps your organization determine its current capacity (whether every eligible child in need in your jurisdiction has a CASA advocate) and what would be required of the organization to reach that goal.
- 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 PCM 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 transition 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; team members 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, board 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 (RPO), a community partner, a colleague program manager/executive director who has successfully made the transition (ask your RPO 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. 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. Using it provides the added benefit of increasing people's willingness to change.

Directions: You can determine an 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 not are involved.	Employees are 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 unclear.	Purpose is clear.

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 – Change Readiness Assessments, you should discuss your responses with your National CASA RPO. With knowledge about both the traditional model as well as the PCM, your RPO will be able to help discern your organization's readiness and assist with filling in the gaps. Together you, your staff and your RPO 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,* http://www.mindtools.com/pages/article/newPPM_82.htm or another proven change management system.

Chapter 3 – The Peer Coordinator Model (PCM)

Before you can effectively communicate the coming changes, you need a better understanding of what the PCM is, and why it may fulfill your organization's needs. Below is an outline of the structure, the new positions it creates, and a comparison to the more common directive supervision model in which paid staff "case manage" through the volunteer.

Overview of the Peer Coordinator Structure

The current structure of most state and local CASA/GAL 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, nor does it change the overall goal of ensuring abused and neglected children are placed into safe and permanent homes. The primary purpose of the PCM 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, works in smaller teams increasing the interpersonal relationships. Better relationships are proving to be a factor in increasing retention rates and lengthening individual volunteer service in CASA of Maricopa County, AZ.

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. Currently they employ 3.75 FTE who are committed to working as CASA Supervisors. 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 7 FTE and increase their budget by $600,000, under the existing traditional model.

The PCM incorporates a new position into the framework – Peer Coordinators. These are unpaid staff members who take over the responsibility of guiding, supporting and coaching the advocates. They will in turn be guided supported and coached by paid Senior Program Coordinators (who used to be called CASA or advocate supervisors). Under this model, the CASA organization mentioned above would be able to support 50 Peer Coordinators and 450 CASA advocates serving 1350 children with a staff increase of just 2 FTE and a budget increase of $70,000. While this growth is still not easy, it is manageable. Let us break down the various components of the PCM.

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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.

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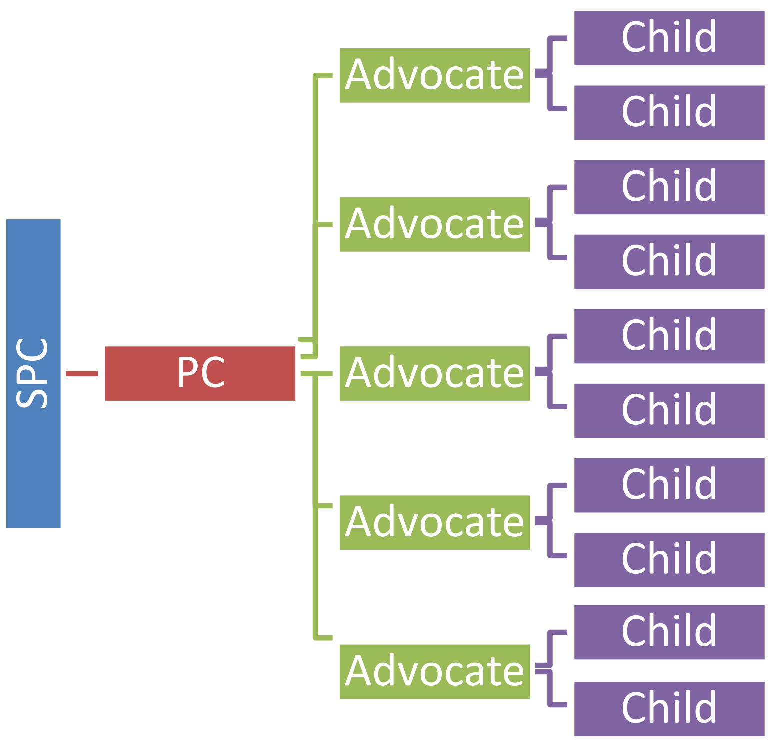
Senior Program Coordinator (SPC)	Peer Coordinator (PC)	Advocate
• A paid CASA/GAL staff member that supports, guides and coaches Peer Coordinators	• An unpaid, experienced volunteer advocate with special training that supports, guides and coaches Advocates	• CASA or GAL volunteer working directly with youth • The term "Advocate" is used to distinguish the CASA volunteer from the CASA 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.). Each will serve as the "go-to person" on that subject for all PCs and advocates.
- Each PC (coached by an SPC) coaches 5 - 10 new, incoming advocates and remains with them throughout each advocate's tenure.
- 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: A Case Study.
- The diagram below shows the relationship of an SPC with just one of their 10 - 15 PCs. Each PC will support 5 – 10 volunteer advocates.



Objectives

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

Directive Supervision vs. Coaching and Empowerment

One of the biggest changes with the PCM is recognizing the different internal customers in a CASA/GAL program. 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 means that the *primary focus of staff, paid or unpaid, will be on the person you are supporting* and only secondarily on 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. Your program will operate differently than it does now. Rather than PCs giving their advocates quick answers to all the questions that might arise, PCs will coach advocates through the various situations. They will ask the advocate open-ended questions to draw out possible options and discuss solutions. This will enhance the advocates' ability to problem-solve, exercise good judgment and provide the best support they can for their child.

The advocate is a lay person, *not* another lawyer and *not* a social worker. Advocates are supposed to represent the community's opinion/wisdom about what is best for the child. To perform that role well, they require support that is more empowering than strictly technical. The pre-service training provides 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).

Coaching – A Shift in Perspective

Within the CASA/GAL network, there are hundreds of paid staff members supervising thousands of advocates. While each of these relationships is unique, most supervisors adopt a certain "style" of supervision with their advocates. To successfully implement the peer coordinator model, *SPCs and PCs will need to adopt a philosophy of coaching rather than supervising*: putting the volunteer squarely in the center of advocacy. For some, that will mean a substantial change in the way they do business: for others, just a slight shift.

To move from management to coaching, program staff should embrace the three basic practices below:

Recognizing each advocate's uniqueness – A critical element of coaching is differentiating among advocates. Every prospective volunteer comes to this work with a personal set of expectations. Those expectations cannot be matched with the volunteer's CASA experience unless the coach has taken time to learn what the motivations are. Good coaches discover the strengths and needs of each advocate, cultivating the former and meeting the latter. That may mean asking a volunteer who has shown skill in writing court reports if she would be willing to work on web content as well or role playing a likely-to-be-contentious family conference with the advocate volunteer in your office beforehand instead of paid staff attending to the conference with him. It also means being aware of the emotional impact of our work on individual advocates so the coaching response can be modified accordingly – from leave time to a safe venting place to a personal note.

Working to empower advocates – Advocate empowerment only happens when those in supervisory/management roles *view the volunteers, not the children, as their primary responsibility*. For many supervisors, this involves a big dose of letting go. Instead of always thinking "How can I insure the best outcome for this child?" reframe the question as "How can I insure that *this advocate achieves* the best outcome for this child? Instead of trying to cram one more thing into an already packed schedule, start by thinking "How (or to whom) can I delegate this task?" If a supervisor knows his individual advocate volunteers well, the supervisor/manager will know which advocates will be able/flattered to help with in-service training, applicant interviews or donor visits.

Prioritizing communication with advocates – Ken Blanchard said, **"**Feedback is the breakfast of champions." Consistent (not constant) communication is the most effective way to help volunteers improve performance and reach their full potential. Because advocates get immersed in the minutia of a case and often see less than optimal outcomes, they need validation from a coordinator that their work has impacted the life of a child and is supporting the mission of the organization. In addition to simply conveying information, communication between the advocate and coach builds their relationship, especially if it includes humor, fun and enthusiasm which are as necessary as serious interchanges. Once a strong relationship is established, an advocate has twice the motivation to hang in there when the going gets rough – not wanting to disappoint the child or the coach.

Much more can and will be said about coaching. Shifting to this style of management/support will not be immediate or easy, but it will be beneficial. Having a conversation in which options are generated and weighed rather than giving a directive answer will take more time in the near term. However, in the long run, your advocates will need to come to you less often and be better equipped to be champions for the children in their cases. Coming from a place of inquiry as a coach and guiding the advocate to the solution also helps with volunteer retention, as they feel more confident and can recognize their own value.

Remember, 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' or PC's needs.

Training for Peer Coordinators and Paid Staff

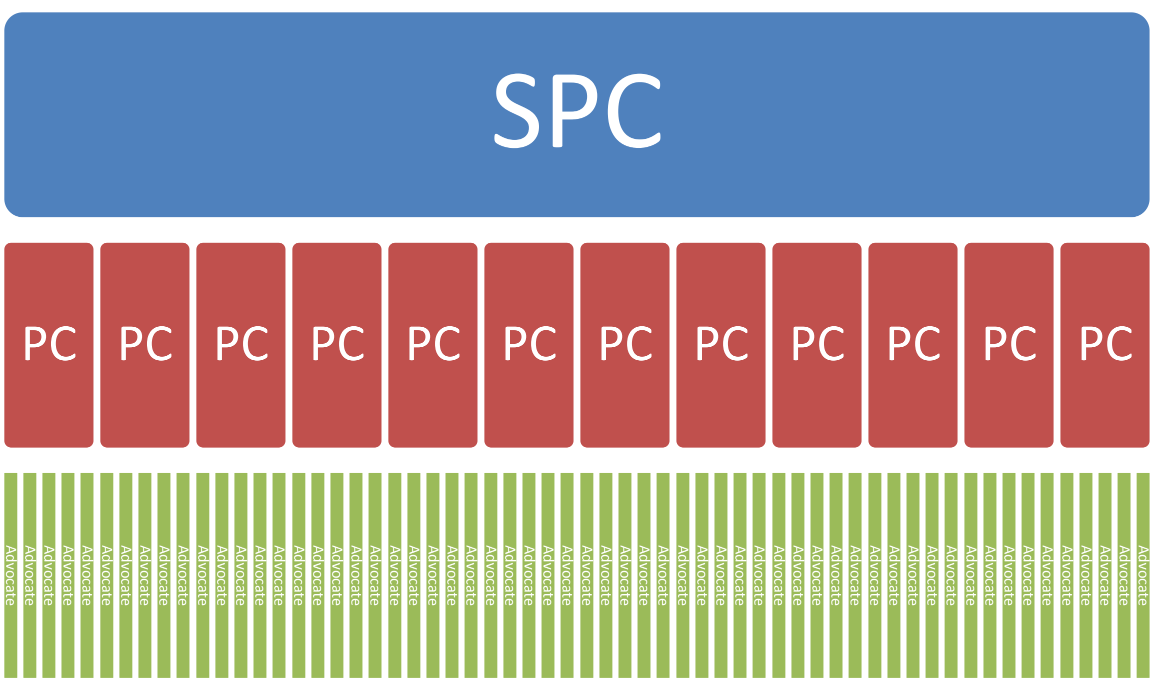
National CASA and its peer coordinator pilot sites have developed a 1.5 day training that includes coaching, situational leadership, motivation, dealing with challenging people, and operational nuts and bolts. This training is recommended for *everyone* in the organization. The recommended training modules can be found on the Peer Coordinator section of CASAforChildren.org.

Training is mandatory for all peer coordinators and paid staff who support, guide and coach advocate volunteers. Please review Standard 6.G.6. and 7 (cited on page 3 of this guide) for the current requirements.

Current Model vs. Peer Coordinator Model

Now we will delve a bit more into the numbers, and compare service statistics for the existing program model to PCM projections. Below is a diagram of the traditional CASA/GAL program management structure. It shows the CASA supervisor (paid position) and the 30 advocates the supervisor manages. If each advocate covers 2 children, a total of 60 children will be served in this model.

The second diagram illustrates the difference using the PCM. One SPC (paid position), can manage 12 PCs (potential up to 15) who in turn can manage 5-10 advocates each. By inserting the PC role, one paid staff person can effectively provide advocacy to 120 children, twice as many as before. These numbers multiple 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 5 – 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 provide service to 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 PCM 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 child protective services 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/GAL 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 will refer questions about that topic 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 inform 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. This process inform all parties so that the next time that issue comes up, three additional people will be able to share pertinent background and information.

During the initial stages of the transition while the details are still getting hammered out, the SPC may need to directly answer a PC's questions. Eventually, the SPC will also be able 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

Coaching Benefits

When one CASA organization was interviewing their staff about which job functions took the most 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 class. The CASA Supervisors felt this was primarily due to Advocates being nervous that they would make a mistake; Another element was that Advocates felt like they **should** *ask, just to give their Supervisor the final say.*

This behavior results from programs doing case management versus volunteer management. Iif 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!

in a structured manner. People are utilized 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 own 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/GAL 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.

The guide outlines how one local organization managed its transition, and gives examples of activities to coordinate this process. Before getting to this stage, however, it is 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?
    - Please see the activities comparison at the end of this chapter.
    - The coaching style of volunteer management suggests turning the questions of the advocate back to that person with the PC asking questions until both 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 (Maricopa County CASA, AZ). 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 traditional model, where the Supervisor, usually due to time constraints tends to be more directive with advocates, 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 area 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 Association 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 Standards allows advocates to have up two cases (or five with a waiver noted in their file) so long as they can handle the work load. With greater access to support 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 pre-assignment 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 procedural changes for various aspects of the transition (i.e. discovery management, court report writing and editing, or whatever you find *your* organization has to change).
- Will SPCs and PCs have joint training to help them get to know and adapt to each other?
  - The PCs will be nominated and selected by your current paid staff. They will each choose their own 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** .
- 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, a monthly check in, similar to your current process with advocates, 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?
  - This will be determined by your organization, however the recommended procedure is whatever was done by the CASA Supervisor will now be completed by the Peer Coordinator.
- How are PC's volunteer hours collected, reported and measured?
  - They are separated out from the general pool of advocate volunteer hours, in order to keep better measurements.
  - Will PCs continue to advocate for their existing children?

    Yes, but only until those cases are concluded. We do not want to disrupt the current relationship between the PC and any child for whom they are advocating. . PC's will continue to work with their current supervisor when performing as an advocate. However, as current cases close, PC's should be allowed to embrace this new position and not be assigned additional cases.
- Is there a curriculum for PCs outside of the 30 (or more) hours of advocate pre-service training they received initially? Has the advocate training had to change to accommodate the PC model?
  - The PC pre-assignment training is substantively different from advocate training, and is delivered in 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.).

Peer Coordinator Service Model - Paradigm Shift

Historical Approach (Case Manager) — New Direction (Volunteer Coordinator)

DIRECTIVE APPROACH — EMPOWERMENT APPROACH

	Program Staff . . .	**Peer Coordinator or Paid Staff working with Volunteers . . .**
1.	Sometimes attends IEP Meeting, CM Staffing and/or other scheduled events with the CASA advocates they oversee.	Helps prepare the CASA advocate for important meetings but doesn't attend with them.
2.	Has a network of professional alliances they contact when attempting to move things along on a case.	Shares their professional contacts, so the CASA advocate can contact resources directly (when appropriate).
3.	Attends more than one court hearing with some advocates.	Prepares/expects CASA advocate to attend hearing alone, unless requested to attend for a specific reason
4.	Spends more than 30 minutes writing/editing an individual court report.	Spend 10 minutes or less editing a court report; PC reviews first, SPC completes final distribution to all legal parties.

5.	Has advocates who are not proficient with basic computer skills.	Recruits and accepts only CASA advocates that have computer skills to submit court report, contact entries, maintains communication, access website (if applicable).
6.	Makes phone calls to identify resources and routinely makes/suggests resources.	Brainstorms with PC on outside resources the advocate may be able to identify for the child
7.	Gives instructions on issues of strategy and directs path to resolve conflicts.	Asks questions that push the advocate to demonstrate critical thinking, conflict resolution and negotiation skills.
8.	Acts as Case Manager.	Allows CASA advocate to act as Case Manager; SPC and PC act as advocate coach, offering support and guidance.
9.	Provides ongoing training that is reactive to address problems that arise.	Shares training responsibilities including proactive coaching to avoid common pitfalls.
10.	Is the only point of contact with program.	Is one of many contacts with program.

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 paid staff of the great benefits seen for children who have been served by a CASA/GAL volunteer, and explain that the goal of serving every child in need deserves all the energy and passion your supporters can give. You should also seek judicial buy-in at this point. Since you are proposing this change in order to increase the number of children served, it should be a relatively easy sell, but make sure the court is on board. 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.

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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***.

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As a helpful tool to demonstrate 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 marketing and fundraising resources and materials around the vision for 2020. 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. This is more than just a new step being added to a programmatic staircase. It needs to be a transition in the management model from directive leadership to coaching and coordination so that the advocate becomes the case manager and peer coordinators are utilized 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 of your current culture, 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 – Planning

Why is your program/organization interested in pursuing a new structure?	
Have your organization and current staff gone through significant organizational/operational changes? If so, what are those changes and the impact on your program?	
Please gauge the overall strength of your advocate pool. What percentage of them 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? For 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? What training?	
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 Service Model

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? What is the rationale for that arrangement?	
How invested are paid staff in case management details like court reports or discovery?	
Are there performance standards maintained for paid staff, unpaid staff, and volunteers?	
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 Preparation Assessment

Has the bench been consulted about this model? What was the response?	
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 PC model cause the organization to do some things differently? 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?	
Are your organization's sub groups, board, paid staff, volunteers willing and able to support the model through the challenges? How will this be manifest?	
Have current advocates been polled to determine interest to serve as PCs? 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? Pre-service Training? In-service training? Staff and pre-assignment trainings?	
What resources are needed to implement the changes? Technology, infrastructure, budget, staffing, etc. Are these resources available?	

CASA Readiness Assessment – Stakeholders

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 physical and technical capacity 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 challenges. 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. The PC model will concentrate instead on volunteer management, meaning the SPCs will coach and manage the PCs, who in turn will coach the advocates through the case management 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 supporting and leading them through the entire process, with SPCs supporting and supervising it all. At the beginning, there will be a sharp learning curve. The advocates need to learn the ropes, the PC's need to acquire new skills and the paid staff needs to re-direct their energies and trust the system. That's a tall order all around but the support system is sound and will lead to successful advocacy for the children.

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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.

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At this point you should bring all of your staff into the change process. 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 day to day work experience within the program.

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.

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 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 program 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 advocacy. Also be prepared to talk about what will happen if the program does not make this move.

Chapter 5 – How It Works: A Case Study

This chapter follows one CASA organization's journey from the traditional structure through 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 Process (Plan – Do – Check – Act)*.

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. 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/GAL 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 organization we follow is a mid-sized, nonprofit CASA Program 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).

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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.

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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 referenced reviewing staffing model inefficiencies, so the Executive Director asked an intern to research how their organization could alter their structure or processes. Staff knew the intern was working on this project, and the intern 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 rather 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 attitude, 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.

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 number of children served and increasing the number of children served increases their potential for revenue. 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 children and youth 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 when 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 program 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. It 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 topics raised by the forthcoming change. The Executive Director divided attendees into three groups with representatives from various areas of experience in each, and they were tasked with brainstorming ideas around job descriptions, training requirements, discovery management and facilitating court reports.

Involving staff input 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 lead 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 open to the possibility that readjustment may be needed.

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 community, 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		
Pre-Assignment Training		
Ongoing Training		
Facilities		
Marketing		
Recruitment		
Legal		

Legal Matters

Prior to moving forward with the Peer Coordinator model assure that your program has sought legal counsel so the requirements of the Fair Labor Standards Act (FLSA) and any state laws can be considered. We also recommend you consult with your state CASA/GAL office to see if there are other programs exploring the model as well as if the state office knows of any state laws or unique circumstances that might prohibit or discourage use of the model.

Your program staff and board should engage in a review of insurance considerations, including workers compensation, to explore implications of such a model, participate in learning opportunities about the model and undergo an organizational assessment to determine need and readiness including considerations around budget, training, recruitment, staffing and organizational culture. Following this level of exploration you should develop a written plan and timeline for implementation of the model.

Fully investigating these topics while you are in the exploration phase of the model will help avoid potential setbacks after implementation.

Insurance

While we do not anticipate any complications regarding liability insurance or worker's compensation, each organization should discuss the possibility of having to increase insurance coverage with their current insurance provider. Additionally, Peer Coordinators, as volunteers, may be protected from any civil or criminal liability, assuming they are performing their duties in good faith and under state statute. Please explore this issue with legal counsel.

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.

Training

The 1.5 to 2 day pre-assignment training for new Peer Coordinators and new paid staff working with volunteers should be considered mandatory. This training includes four "Moving Forward for Children" modules that cover leadership, coaching, motivation, and dealing with difficult people. Your plan to achieve an advocate for every child in need will drive how frequently you offer pre-assignment training for PCs and the PC trainings will drive how frequently you hold pre-service trainings for advocates.

Twelve hours of PC and paid staff in-service trainings are being developed by peer coordinator practitioners and NCASAA and should be offered on a regular schedule. These trainings can focus on strategic items like leadership, coaching, group dynamics, and technical items like report editing, data collection, coaching plans, etc.

Initial Recruiting and Ongoing Recruitment of Peer Coordinators

Being a CASA advocate is not a role everyone can fill. It requires a certain mix of specific qualities and the time available to do the job right. The same is true for a Peer Coordinator but the qualities are not all the same. For CASA/GAL programs that have become skilled in recruiting advocate volunteers, finding appropriate volunteers to become PCs is a new challenge. Programs must be discerning about who is selected to become a PC because it is not for everyone. Look for leaders with excellent "customer service" skills. Leaders, who like you, understand that the advocate is the case manager and the Peer Coordinator's job is to support and guide their efforts. If someone is not right for an advocate or peer coordinator position, consider finding another way to involve them in the organization through special projects or events. Forward thinking programs are developing a multitude of volunteer opportunities in their organization.

This topic will 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 and how you will publicize 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.

For additional research on volunteers in leadership positions please go to http://www.newyorkcares.org/downloads/2009Leadership_Ladder.pdf

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. As a program moves from supervising to coaching, there is less of a vertical staff hierarchy and a more horizontal business model emerges. 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. The *Coaching for Success,* Moving Forward for Children module used in the PC pre-assignment training contains to plans; the program process plan and the individual coaching plan. These plans 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 quality of advocacy that CASA/GAL organizations have always provided for children. As your organization continues to grow, these documents will become increasingly important for quality control and to measure organizational effectiveness and efficiency.

Technology

Consider the technology needs for all the new advocates and PCs. Brainstorm how advances in equipment and knowledge can help manage the increased number of cases for your organization. Updating with current technology can improve current systems, saving time, money and energy.

Some potential areas of focus may include electronic discovery, online support forums, shared network documents and templates, and various marketing tools. The case study organization created an ad hoc Technology Committee on their board of directors very early on in the process, to research how 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 evaluation process that should be considered is the *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, and the children?
- 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 to do anything 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 and annually after that.
- 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.

Finally, we will be developing an evaluation matrix for all peer coordinator practitioner programs that will measure the volunteer advocate's experience with a PC. The evaluation process will also measure outcomes for children to ensure they receive equal or better advocacy with the peer coordinator model compared to the traditional service model.

Additional Tips

- Communicate, communicate, and 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 paid 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, it's about the mission!

- Workgroups are helpful in deciding what the PC model will look like in your organization, and are important to establish buy-in from your staff and stakeholders.
- For the Executive Director –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 two to three 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, they 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?
    - Commitment to the change is very important. Any talk of "pilot" or "test" will increase the resistance to change. Conversion to the PC model as described about will naturally and systematically take time. 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?
    - Resistance to change is a normal human reaction!
    - The staff here thought the research project 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?

- PCs are asked to commit to 2 years of service, and will have a "Support Review" at 90 days into their service and then annually throughout their service.
- How is implementation being monitored?
    - The Transition Team is monitoring and evaluating the transition as it moves along (remember the *Continuous Improvement Process* pg. 29). On a closer level, the SPC should monitor the PC development plans, and the Program Director or Executive 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 2 years of research & 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" volunteers. In a nutshell, we will empower the CASA volunteer 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 7 to 10 new advocates. 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 2015, we will be able to serve all the children that need an advocate!
    - Some direct quotes from advocates nominated to become peer coordinators:
        - "Thank you. I am so excited to be involved in this important first step toward getting an advocate 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."

TERMINOLOGY

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

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

THE DIFFERENCE: When a supervisor does "the work of the case" **for** an advocate, the supervisor is doing case management and unwittingly disempowering the advocate. . When a supervisor supports guides and coaches an advocate so the advocate can figure out the answers to her own questions, the supervisor is doing volunteer management.
Advocate: Formerly referred to as a CASA (or GAL) Volunteer.

Peer Coordinator: An unpaid staff position in which 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: This job title replaces CASA supervisor, case supervisor, case manager, advocate supervisor, etc. These are current and future paid staff members who support peer coordinators as well as become subject matter experts supporting and enhancing our program.

Subject Matter Expert: Or domain expert is a person who is an expert in a particular area or topic. The SME in this context becomes an expert in a particular aspect of the Child Protective System, for example, aging out of the system, education, 0 to 5 years of age, medically fragile, etc.

Program Director/Program Manager: Supports the entire CASA program, with immediate coaching responsibilities of senior program coordinators (SPC).

Average Length of Time Served: The length of time advocates continue to serve divided by the number of advocates.

Retention Rate: The number of advocates who remain on an annual basis.

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

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/lnfluencinglndividualChanRe.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.

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

http://growmodelcoaching.wordpress.com/2011/02/25/coaching-with-the-grow-model/

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**