

Executive Summary

Course Title: What's Class Got to Do With It? Considerations for Child Welfare

Outline of Training:

What are the unconscious assumptions and values we bring to our work that are rooted in our own class experiences? How do these factors impact the way in which we view the families with which we work? How does the larger economy impact the families with whom we work? How do we dialogue about the taboo topics of class and classism?

This engaging, participatory session will help you to look at yourself and your work through the lens of class.

Draft Agenda

Introductions: Goals: Agenda: Guidelines
Community Building Activity: Common Ground
Paired Activity: Exploring the Dimensions of Class Becoming Aware of Class Indicators
Exploring Our Class Experiences Growing Up Small Groups/Caucuses 1. Strengths of your class experience-What was good about it? 2. Limitations of your class experience -What was hard about it 3. How did race, ethnicity, or immigration status impact your experience of class? 4. What core values and messages from your class background do you carry with you today? 5. What don't you want others to say or think about members of your group? 6. Name of Group Whole Group Sharing
Definitions and Class Culture Models
The Bigger Picture: The Economic Context Income Inequality: Human Graph Wealth Inequality: 10 Chairs Demonstration
Class in our Work Scenarios or Small Group Activity
Next Steps Evaluation Closing

Participants will receive a workbook with resources and bibliography.

Target Audience:

This training is targeted to child welfare workers, supervisors, foster parents and those persons interested in learning more about how class can have an impact on how families are viewed in the child welfare system

Outcome Objectives for Participants:

1. Learn a vocabulary for discussing issues of social class
2. Identify their own attitudes and values related to class
3. Understand the impact of growing economic inequality
4. Understand how considerations of class impact our key decision points.
5. Participants will have an increased awareness of class considerations on the outcomes of the child welfare system.

**Ways that Supervisors can support the Transfer of Learning from the classroom to the job...
BEFORE the training**

1. Encourage the staff member to fill out and return the assessment questions
2. Let the staff person know they will set a couple of next steps during the training and that they will check in with them on their next steps and plans

AFTER the training

1. Meet with the participant and ask to review the workbook.
2. Identify a case in which concepts from the training can be applied.
3. Discuss further training that could support this training.
4. Check in with the staff member on their next steps and if mutually agreeable, hold them accountable for accomplishing their goals.