

University of Pittsburgh



**University of Pittsburgh, School of Social Work
The Pennsylvania Child Welfare Training Program**

Fiscal Year 2009/2010 Annual Report



**“The achievements of an organization
are the result of the combined effort of each individual.”**

Vince Lombardi

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**University of Pittsburgh, School of Social Work
The Pennsylvania Child Welfare Training Program**

Director's Fiscal Year 2009/2010 Highlights

The Pennsylvania Child Welfare Training Program had an exceptionally rewarding year! First let's highlight the statewide initiatives that involved staff from the Child Welfare Training Program. Many of our staff either facilitated or participated in the development of the Pennsylvania Performance Improvement Plan (PIP), which was successfully accepted and is in operation. The major goal of the PIP is the Continuous Quality Improvement (CQI) process to be implemented by counties, utilizing the Quality Service Review (QSR). The Training Program participated in and supported the development of the Pennsylvania specific Quality Service Review (QSR) tool. In addition, the planning work of the Technical Assistance (TA) Collaborative began in FY 2009/2010, designed to more efficiently serve the counties as well as compliment the QSR and the organizational effectiveness efforts. A major accomplishment was the Independent Living retreat hosted by the Training Program for the first time. It was a huge success with everyone leaving more aware of the issues and solutions for these individuals and the systems that serve them.

Internally, the Training Program undertook some major revamping of several of our products and programs. In FY 2009/2010, the majority of the revisions to *Charting the Course* began to incorporate the new practice model. The workgroup for out of home safety, which was comprised of all key stakeholders, completed most of their planning and development for the delivery of training and implementation in the current fiscal year. The Training Program has committed to becoming the experts in the DAPIM™ (Define, Assess, Plan, Implement and Monitor) model to provide the framework for the CQI process instituted by the PIP. The Training Program staff participated in a pilot program with Washington County to "learn by doing", advancing our organizational effectiveness efforts to support counties and other partners. In addition, the different departments of the Training Program have been utilizing DAPIM™ to model best practice. The regional teams are poised to support the counties in their efforts to address organizational issues. Major equipment and products were purchased to produce cutting edge online trainings to alleviate some of the burden on the counties. We are hopeful that online trainings will compliment the current repository of material available and promote better customer satisfaction.

The Training Program spent the fiscal year organizing our work to advance efficiency and transparency with measurable outcomes. It clearly demonstrates the significant amount of intra-collaboration necessary for successful completion of our deliverables. Research and evaluation have been more visible in the work of the Training Program as described in detail within this annual report. As fiscal limits become the reality, research and evaluation are even more important.

TRAINING PROGRAM OVERVIEW

The Pennsylvania Child Welfare Training Program (Training Program) is a collaborative effort of the University of Pittsburgh, School of Social Work, the Pennsylvania Department of Public Welfare, and the Pennsylvania Children and Youth Administrators. It was established to train direct service workers, supervisors, administrators, and foster parents in providing social services to abused and neglected children and their families. The Training Program is centrally managed and regionally administered by the University of Pittsburgh, School of Social Work.

VISION

Every child, youth, and family experiences a life rich with positive opportunities, nurturing relationships, and supportive communities.

MISSION

The Pennsylvania Child Welfare Training Program is a national leader in advocating for an enhanced quality of life for Pennsylvania's children, youth, and families. In partnership with families, communities and public and private agencies, we prepare and support exceptional child welfare professionals and systems through education, research and a commitment to best practice.

PHILOSOPHY

The Training Program is guided by these beliefs, values and principles and strives to demonstrate them in practice:

Each person and family has strengths and resources which should be maximized in our work with them. We respect each person's connections to their families and communities.

All people deserve respect as individuals and are valued as part of the human family. Each person's unique blend of culture is valued and included in our work.

The people who do the work in our communities to assure the safety and well-being of children, youth, and families demonstrate their status as professionals and deserve to be respected and paid at a professional level.

"Our learners are adults who need learning opportunities that are solution-focused, timed to their needs, built on their life experiences, and mesh with their self-concept" (Malcolm Knowles).

The *Pennsylvania Standards for Child Welfare Practice* informs our work, including the development of curricula, the presentation of training, and the transfer of learning into practice in order to achieve mission-critical outcomes.

We are committed to using practitioners throughout the training process, including curriculum development and review.

We value families and youth as members of our team and recognize their contributions to the history and future success of the Training Program.

We value the professional development of our own staff and support their competency development through a variety of training and learning opportunities.

We are committed to the ongoing development of the Training Program's leadership team, believing strong leadership is the key to an effective organization.

LEADERSHIP

The Child Welfare Training Steering Committee (TSC) provides leadership in setting the direction and planning for the Training Program. Members represent the key stakeholders of the Training Program, as well as the diversity of the Pennsylvania child welfare system. The TSC is co-chaired by the Department of Public Welfare and the Pennsylvania Children and Youth Administrators Association.

ORGANIZATIONAL STRUCTURE

The Pennsylvania Child Welfare Training Program is operated under the leadership and funding of the Department of Public Welfare (DPW) to the University of Pittsburgh, School of Social Work (the University) through an Intergovernmental Agreement (IGA), and the University provides the services specified in the IGA within the budgets appended thereto. The Department of Public Welfare reimburses the University for allowable program expenditures in excess of the cost sharing agreed to by the University. The Department of Public Welfare's financial resources for reimbursement of program expenditures include Federal Title IV-E, Title IV-B, and Child Abuse Prevention and Treatment Act (CAPTA) funds and grants from the John D. and Catherine T. MacArthur Foundation and Casey Family Programs. The University is responsible for the overall management of the Training Program, which includes the following: strategic planning, fiscal planning, monitoring the development of all curricula and coordination and delivery of training, as well as the development and implementation of transfer of learning support, technical assistance and evaluation efforts.

Training is developed and provided to meet individual training needs of child welfare professionals and transfer of learning is designed to support the job knowledge and skill development of child welfare professionals. Technical assistance is provided to support all types of organizational effectiveness practice improvement within the child welfare

system. The Training Program provides technical assistance to county children and youth agencies in areas focused on improving outcomes for children and families. The work can be accomplished by supporting counties with the continuous quality improvement process as defined in the PIP. The Training Program can provide the support through the phases of continuous quality improvement, including initiatives needed to promote outcomes.

The Training Program provides both long-term and short-term training, transfer of learning support and technical assistance for the Office of Children Youth and Families (OCYF) staff, county children and youth agency administrators, supervisors, caseworkers, fiscal officers, resource/foster parents, public agency child care staff and other child welfare related staff working in Pennsylvania's child welfare agencies.

In order to assure that both long-term and short-term training, transfer of learning support and technical assistance is locally available to appropriate child welfare professionals, the Training Program coordinates training, transfer of learning support and technical assistance in locations throughout the Commonwealth. In addition, the Training Program ensures adequate training for all county children and youth agency staff to meet certification requirements. Staff participation in the Training Program will result in a better-qualified service delivery system to further the Commonwealth's goal of a safe and permanent home for every child in a timely manner.

The Training Program also offers training, technical assistance, and site monitoring to Family Centers at the request of the Department of Public Welfare (DPW), Office of Children, Youth, and Families (OCYF). Presently, there are approximately 41 state funded Family Centers, Time-Limited Family Reunification and Responsible Father/Child Abuse Prevention program grantees designed to support parents. The success of the family center initiative relies on OCYF's ability to provide training, technical assistance, and site monitoring to grantees.

The Training Program is comprised of the following departments:

Fiscal and Human Resources

- Organizational Effectiveness/Regional Teams
- Curriculum and Trainer Development
- Administrative
- Technology Development
- Statewide Quality Improvement

A LOOK BACK AT FISCAL YEAR 2009/2010

During FY 2009/2010, the Training Program focused its work in the following key strategies:

- ❖ Conduct Research and Evaluation
- ❖ Train Child Welfare Professionals
- ❖ Provide Consultation and Support
- ❖ Organize and Sponsor Events
- ❖ Advocate for Policy and Practice Improvements
- ❖ Develop and Revise Tools, Materials, and Curricula
- ❖ Youth and Family Engagement and Integration
- ❖ Develop and Implement a Quality Improvement Process
- ❖ Resource Coordination

Following is a summary of work completed within each key strategy.

Conduct Research and Evaluation

The Training Program has undertaken the strategy of conducting research and evaluation to promote national leadership in child welfare research and implementation to practice. The Training Program intends that research and evaluation efforts will improve the quality of practice and system functioning in the Commonwealth. During this fiscal year, the Training Program undertook several major research and evaluation efforts.

Family Group Decision Making (FGDM) Evaluation

In FY 2009-2010, the Training Program received surveys from over 1,300 Family Group Decision Making conferences that were held across the state. Some counties and providers do not participate in the training program's evaluation; therefore, it is likely that the number of conferences held across the state is higher. In this fiscal year, a major shift occurred when the Training Program, with direction from the FGDM committee decided to switch from a satisfaction survey to a survey that measures fidelity to family group practice. This represents a large shift in FGDM evaluation efforts. Family members, friends, and professionals now complete the same survey. The survey was adapted from work done by Dr. Joan Pennell.

Coordinators and facilitators used Dr. Pennell's original survey for about 12 months and then provided feedback regarding families' experiences with the survey. A revised survey was developed and piloted by several counties. Based on this pilot, the Training Program made modifications to Dr. Pennell's survey with her permission. Counties will begin using the revised survey in January 2011.

Beyond the FGDM statewide process, the Training Program worked collaboratively with the Office of Children and Families in the Courts to support the Permanency Practice

Initiative (PPI) Phase I counties by bringing Jim Nice, international consultant on FGDM, to Pennsylvania to meet with the twelve identified counties. A workgroup comprised of representatives from both organizations, along with OCYF, developed a discussion guide used by Mr. Nice as he met with counties. Mr. Nice spoke with FGDM implementation teams, agency managers and staff, judges and private practitioners about their experiences related to understanding and supporting this practice. His statewide connection extended to rural towns, small and large cities, metropolitan areas and diverse capable people working to support Family Group Conferences.

A commonality throughout the state revealed that FGDM is being built by and for the community, not by and for an agency. Family Group Decision Making is something people want for their own children, their own families, and their own communities. It is growing because of its relevance to families: families are valued for the expertise they have among and about themselves.

Transfer of Learning (TOL) Research Study

Ongoing evaluation of transfer of learning in Pennsylvania child welfare services

The Training Program invests many resources in preparation, training and post-training support (Transfer of Learning). This study, funded by a Dean's Special Grant from the University of Pittsburgh's School of Social Work, aims to assess the extent of transfer of learning in Pennsylvania child welfare services. The study addresses the following questions: (1) Do trainees use new knowledge and skills on the job one year after training?; (2) What agency, individual, and training-related factors are related to TOL one year after training?; and (3) Does organizational support for training change in relation to receiving a TOL-enhanced training curriculum?

This is an ongoing outcome study that will compare training outcomes among two naturally-occurring groups: (1) trainees who participate in a TOL training package and (2) trainees who participate in training only. The TOL training package includes agency-wide strategies to increase the likelihood that TOL occurs. Practice improvement specialists meet with individual caseworkers, supervisors and managers both before and after training to increase the likelihood that caseworkers will use new skills in their work with children and families. Over 100 staff from four counties has participated in either an experimental (TOL enhanced) or control condition. The training used in this research is *Engaging Clients from a Strengths-Based, Solution-Focused Perspective*. This research will continue throughout the next fiscal year.

Independent Living Environment Research Study

Article: Try to Make It Seem Like We're Regular Kids: Youth and young adult perceptions of restrictiveness in out-of-home care

While there are several measures of living environment restrictiveness, none have used the youth perspective in conceptualizing and operationalizing restrictiveness. The

purpose of this qualitative study was to obtain the perspectives of child-welfare-involved youth who have lived in out-of-home care. Using focus group methodology, 40 youth were asked to define restriction and give examples of how it is operationalized in practices. Youth defined restriction as “rules.” The rules were about what youth can do, where they can go, who they can be with and how and with whom they can communicate. These rules were primarily characterized as inconsistent, arbitrary, non-individualized and developmentally inappropriate, although some characterized them as beneficial in the long term. Rules were mostly attributed to adult need for power and avoidance of legal responsibility for the youths. Typical feelings about the rules were anger, resentment, feeling labeled, isolated and stigmatized. Relationships influenced perceptions: within a positive relationship, youth understood and tolerated the rules that limited independence. The perception of what were normal restrictions for other youth not in out-of-home care was another influencing factor. These findings are examined in light of cognitive and affective development in adolescence. Recommendations for improving the measurement of living environment restrictiveness as well as enhancing child welfare services are proposed. This study was supported in part by Casey Family Programs and The University of Pittsburgh, School of Social Work, Research Development Fund.

Safety Assessment and Management Process, In-Home Evaluation

Pennsylvania’s evaluation of the In Home Safety Assessment process is a county-driven project. Pennsylvania Children and Youth Administrators (PCYA) made the initial request to study the in-home safety assessment process. Staff from the Office of Children, Youth and Families, the Pennsylvania Child Welfare Training Program and faculty from the University Of Pittsburgh School of Social Work met to develop a proposal based on the county’s request. The proposal focuses on three key areas of the in home safety assessment process: (1) the relationship between the Pennsylvania Risk Assessment Model and the In Home Safety Assessment and Management Process; (2) family engagement; and (3) impact on decision making.

The study design divided the evaluation into three parts. Below is a breakout of the evaluation questions, methodology, and parts of the evaluation. County children and youth agencies volunteer their participation in the project on a part-by-part basis. Sixteen (16) counties volunteered their participation for part one, which began in November 2010. Recruitment for subsequent parts will occur in early 2011. Preliminary results from part one are expected in the summer of 2011.

Evaluation Question	Methodology	Part
How are risk assessment and in-home safety assessment related; and can the assessments be combined?	Dual, independent risk and safety ratings conducted in real-time, in the field.	1
How engaged do families feel in the safety assessment process?	Focus groups with C&Y Staff and families	2
How has the in home safety assessment process affected decision making; specifically, removal and return home?	Data collection from county datasets regarding specific decision points.	3

Quality Visitation Evaluation

The Office of Children, Youth and Families worked in partnership with the Training Program to conduct a survey in an effort to understand how counties are implementing monthly caseworker visitation requirements for children in federally defined foster care. This survey focused on efforts taken to reach compliance with the monthly visitation requirement, quality of visits conducted, and engagement of children and families in case planning and service delivery. Counties were not asked to identify or discuss specifics regarding individual cases or children. The results of the survey were presented to the state in aggregate form only, and did not identify individual participants in the survey nor information gathered specific to individual counties.

Each county agency administrator identified two case-carrying foster care caseworkers to participate in the survey. These surveys were conducted October through December 2009. The goal of the survey was to develop a better understanding of the current practices related to visitation, identify useful strategies for effective engagement, and address barriers that complicate quality caseworker child visitation. The themes from these surveys will be analyzed and used in the development of a quality caseworker visitation field guide.

In addition to surveying caseworkers, over 400 Fujitsu Tablets were purchased to be used in a pilot project with foster care carrying caseworkers to research the impact that access to technology may have on engagement, professionalism, and recruitment and retention of child welfare employees. The training for technology use and implementation in the field will take place in the beginning of the next fiscal year. Research will continue about the use of technology in engaging families.

Developmental Screening Evaluation

Screening young children is an effective, efficient way for professionals to identify developmental and social-emotional problems and begin intervention when it does the most good—during the crucial early years when the child’s brain and body are developing rapidly. Research is being conducted by the faculty of the University of

Pittsburgh, School of Social Work to understand county, child, and family needs concerning screening and early intervention. The 3-phase study began in May 2009. Key research questions are: (1) What policies and procedures do counties adapt to implement the screening?; (2) What are children's developmental and social-emotional needs, statewide?; (3) Is screening conducted in a manner that engages families and is culturally competent?; and (4) To what extent does screening lead to children receiving early intervention services?

Screening data will be analyzed and a findings report will be completed in FY 2010/2011. Data is being collected from counties using an online database where users input the information. A sample of caregivers, identified in collaboration with a sampling consultant from the Graduate School of Public Health, will be selected for in-depth interviews to gain information regarding their experiences with the screening process. Interviews began during the summer of 2010. While not all children screened in Pennsylvania will qualify for Early Intervention (EI) or other pre-kindergarten services, results clearly point to high levels of need. Screening increases detection rates of developmental and other problems (Jee, *et al.*, 2010). Evidence also suggests that a child's substantiation status does not predict the presence of developmental or mental health concerns (Casanueva, Cross, & Ringeisen, 2008; Leslie, Gordon, Ganger, & Gist, 2002; Rosenberg & Smith, 2008). This reinforces the importance of the recommended practice in PA that every child under the age of five receiving child welfare services be screened. Most importantly, child welfare and EI providers need ongoing communication and coordination to develop and carry out service plans with families that meet both developmental and maltreatment-related concerns.

Train Child Welfare Professionals

The Training Program has undertaken the key strategy of "Training Child Welfare Professionals" to promote the long-term career development among the child welfare workforce, to elevate child welfare practice in Pennsylvania and to support the implementation of the Child and Family Services Review (CFSR), Integrated Children's Service Planning (ICSP), Practice Improvement Initiative Outcomes and the *Pennsylvania Standards for Child Welfare Practice*. The Training Program identified, developed and delivered quality child welfare training sessions throughout the Commonwealth in consultation with its partners, the Department of Public Welfare and Pennsylvania Children and Youth Administrators. The training curricula is developed based on the Training Program's collaboration with county children and youth services agencies and its review of the counties' Organizational Needs Assessments (ONA) as well as data from Individual Training Needs Assessments (ITNA).

Throughout the Commonwealth, training sessions were provided to county children and youth agency staff, including line staff, supervisors, support staff and administrators. In addition, training sessions were provided to ChildLine and Interstate Compact staff; resource and foster parents; family center staff; Department of Public Welfare staff; and Office of Children, Youth and Families staff. The Training Program also identified and delivered training topics pertinent to private provider agencies' staff, county

stakeholders and statewide collaborators. Further, training sessions have been provided to Training Program staff, trainers and consultants. In addition to the training sessions provided at its central and regional locations, the Training Program has delivered training sessions in several different forums and conferences, including Statewide Adoption and Permanency Network (SWAN) and Pennsylvania State Resource Family Resource Association conferences.

To assure uniform knowledge and skill of Pennsylvania's county children and youth staff, the Training Program has developed foundational curricula for direct service workers, supervisors and administrators leading to certification including *Charting the Course Towards Permanency for Children in Pennsylvania: A Knowledge and Skills-Based Curriculum (CTC)*; *Supervisory Training Series (STS)*; and *Leadership Academy*. The *CTC* curriculum is organized around the goals of the Pennsylvania child welfare system and is consistent with the *Pennsylvania Standards for Child Welfare Practice* as well as the outcomes from the Child and Family Services Review (CFSR). *Charting the Course Towards Permanency for Children in Pennsylvania: An Administrator's Overview* is a four-day curriculum that provides administrators with an overview of the learning that direct service workers receive as part of the *Charting the Course* curricula.

The Training Program delivered 1,385 workshops consisting of 2,070 days of training. A total of 16,345 participants attended training with 1,033 child welfare professionals receiving at least one day of *Charting the Course* training. Students participating in the CWEB program are expected to enroll in *CTC* during the course of their child welfare studies and begin the certification process.

The following chart provides delivery statistics for training session topics.

Type of Workshop	Number of Workshops	Number of Days	Number of Hours
Charting the Course	609	876	5256
Supervisor Training Series (CORE)	78	156	936
*Specialized and Related training	496	740	4437
Supervision trainings	43	64	384
Fiscal trainings	6	12	72
Trainer and Consultant trainings	6	6.3	38
Administrator trainings	6	3.5	21
Juvenile Justice trainings	80	161	966
Family Center trainings	5	2.3	14
Safety trainings (In-Home)	11	27	162
Foster Parent trainings	45	22	129
TOTAL	1385	2070	12415

*Specialized and related training sessions provided included and not limited to:

- 202: Sexuality of Children: Healthy Sexual Behaviors and Behaviors Which Cause Concern
- 203: Overview of Child Sexual Abuse

- 203: Investigative Interviewing in Child Sexual Abuse Cases
- 203: Working with Juveniles Who Sexually Offend
- 204: Interactional Helping Skills Model
- 207: Solutions to Engaging Families in the FGDM Process
- 209: Family Reunification and Case Closure in Child Sexual Abuse Cases
- 304: Applying Ages and Stages Instruments in Child Welfare Practice
- 307: Engaging Latino Families/ Entendiendo La Cultura Latina Y Su Familia
- 308: Adult Mental Health Issues: An Introduction for Child Welfare Professionals

The Training Program provided certification initiation, tracking and verification for all participants. New county children and youth direct service workers completing the *CTC* curricula and online TOL are eligible for the Direct Service Worker Certificate within 18-24 months of employment. In FY 2009/2010, 395 direct service workers received Direct Service Worker Certificates. In addition, 58 supervisors received certification after completing the *Supervisor Training Series* and six administrators were certified upon completion of *Leadership Academy: Foundations of Leadership Series*. The Training Program also issued 38 training certificates for completion of the *Sexual Abuse Series*. In addition, certificates of workshop attendance were issued to all participants who completed any training sessions.

Training Delivery

The Training Program contracts with a sufficient number of trainers who undergo a demanding screening, application and selection process. Selected trainers must possess a thorough knowledge of Pennsylvania child welfare practice, the *Pennsylvania Standards for Child Welfare Practice* and the outcome measures from the Child and Family Service Review (CFSR) in the areas of safety, permanence and well-being. In addition, selected trainers must demonstrate presentation, facilitation and group process skills. By the end of FY 2009/2010, the Training Program training pool consisted of 315 contracted trainers.

The Training Program ensures the quality of training by requiring all newly selected trainers to participate in the Development of Trainer (DOT) sessions, which are designed to orientate newly selected trainers to the Training Program and its training standards. The DOT sessions further develop trainers' knowledge regarding adult learning theory and promote skill development in training delivery. The Training Program conducted two DOT sessions for 15 newly selected and contracted trainers as well as for multiple Pennsylvania State Resource Family Association Board Members, 22 Safety Leads and various staff from the Statewide Adoption and Permanency Network.

Trainers are assigned to train those curricula in which they have an expertise; however, prior to training on a specific curriculum, the trainer, new or experienced, must attend a *Training on Content* (TOC) session. Training on Content sessions are designed to provide the trainer with a review of the curriculum's objectives, competencies, content,

sequencing, timing, activities, facilitation issues and training aids. A total of 20 TOC sessions were conducted for the following curricula:

- 203: Overview of Child Sexual Abuse
- 203: Investigative Interviewing in Child Sexual Abuse Cases
- 203: Working with Juveniles Who Sexually Offend
- 202: Sexuality of Children: Healthy Sexual Behaviors and Behaviors Which Cause Concern
- 209: Family Reunification and Case Closure in Child Sexual Abuse Cases
- 308: Adult Mental Health Issues: An Introduction for Child Welfare Professionals
- 307: Engaging Latino Families/ Entendiendo La Cultura Latina Y Su Familia
- 304: Applying Ages and Stages Instruments in Child Welfare Practice
- 204: Interactional Helping Skills Model
- 207: Solutions to Engaging Families in the FGDM Process
- 1200: Juvenile Justice: An Introduction for Working with Juvenile Offenders
- 1200: Juvenile Justice: Counseling Academy
- 1200: Juvenile Justice: Supporting Youth's Mental Health
- 1200: Juvenile Justice: Counseling Strategies to Support Youth's Mental Health
- 1200: Juvenile Justice: Introduction to Substance Abuse Issues
- 1200: Juvenile Justice: Substance Abuse Issues and Counseling Strategies
- 1200: Juvenile Justice: An Introduction to Intellectual and Developmental Disabilities
- 1200: Juvenile Justice: Design and Implementation of a Treatment Plan to Support Youth with Intellectual Disabilities

To further ensure the quality of training delivery, the Training Program conducts first-time trainer, new content and biennial trainer observations. Training participants complete an evaluation on a scale from 1 to 5 on both the training content and the training delivery at the conclusion of every training session. A Curriculum and Instructional Specialist provides technical assistance for those trainers who score below an average of 4.0 on the participant-completed evaluations. Technical assistance includes a one-on-one interview consisting of a review of the trainer's evaluations and, if appropriate the development of strategies to improve the trainer's performance. Each technical assistance also includes a written summary of the contact and recommendations, if any. The Training Program completed 36 trainer observations consisting of 56 days, which included mentoring, first-time trainer, new content, and biennial observations. The Training Program also completed 44 technical assistance sessions with trainers.

The Training Program is committed to promoting the professional development of its trainers and provides professional development opportunities for trainers through training sessions and web-based courses. Each trainer is required to attend six hours of professional development training annually to maintain active status. The Training Program also ensures that trainers are kept current on child welfare practice, policies,

legislation, trends, and best practices. Updates are provided through a bimonthly newsletter, the Palette. The Training Program distributed six editions of the Palette.

Provide Consultation and Support

The Training Program has undertaken the strategy of providing consultation and support with the outcome of facilitating positive, planful change toward the improvement of family serving systems. By providing consultation and support to our customers, this will enhance their internal capacity and momentum to sustain change and improve quality of practice and functioning. Consultation and support to county children and youth agencies is manifested in a variety of interventions.

Assisting counties in implementing evidence-based, empirically-supported services by providing on-site support, planning, preparation, training, and technical assistance to county children and youth administrators, supervisors and caseworkers is the way in which the Training Program achieves this strategy. This includes assisting with the implementation of the Pennsylvania Quality Service Review, Integrated Children's Service Plan Initiative, Practice Improvement Initiative Outcomes and the *Pennsylvania Standards for Child Welfare Practice* to clarify and connect to statewide initiatives for practice to sustain quality improvement efforts and to partner with them for coordination and facilitation of information networking forums

Providing ongoing, on-site technical assistance, clarification, support and materials

The Training Program provides assistance in identifying promising and best practices occurring both in Pennsylvania and nationwide, engaging counties that wish to implement the strategies in a strategic and systematic approach using the APHSA-enhanced Organizational Effectiveness (OE) Framework (DAPIM™ model). The DAPIM™ model will be the primary vehicle to effect positive change at the local level. The model outlines five main steps: Define, Assess, Plan, Implement, and Monitor.

Defining what a system seeks to improve in operational terms means engaging key stakeholders in discussion to strategically identify specific and meaningful issues that are of interest. Once those issues are defined, the system then proceeds in assessing the current and desired state or situation. This requires the system to engage in thoughtful discussion about the current strengths and gaps of the system in order to reach the desired state.

The above described assessment process will lead to the planning process, which is also an inclusive process, culminating in the creation and completion of an improvement plan. The plan will be based in a discussion to explore the root cause and possible remedies for the identified gaps. The discussion should then lead to the development of

commitments and plans that result in the desired improvements, aimed at addressing both rapid and long-term progress.

Successful implementation of change will require the active support of key internal and external stakeholders and the coordinated efforts of all external entities providing technical assistance. Monitoring the amount of change progress for accountability and ongoing adjustments assists in determining the impact of the improvement effort.

Technical assistance for various initiatives is conducted in many ways: on-site meeting facilitation, guided facilitation, group discussions, strategic planning and implementation and focus groups, as well as site reviews, technical support and transfer of learning sessions. The chart below is reflective of the initiatives and time involved in providing technical assistance to our customers.

Total Contacts by Initiative	Number	Hours
CAPTA	61	96
Case Weighting	7	13
Child and Family Service Review	143	474
Concurrent Planning	16	41
Family Center/Child Abuse Prevention Review	4	7
Family Centers	25	67
Family Engagement	114	582
FC Review	10	22
Independent Living	156	1117
Independent Living (Annual Review)	66	162
Integrated Children's Services Plan	37	89
Juvenile Justice	24	90
Organizational Effectiveness	367	1206
Organizational Needs Assessment	40	90
Permanency Planning	180	761
Quality Service Review	88	503
Regional Team Liaison Meetings	47	96
Risk and Safety Assessment	206	612
Systems of Care	110	372
TLFR Review	3	5
Transfer of Learning Meeting	22	61
Transfer of Learning Support Session	26	113
Youth Engagement	123	1317
Totals:	1875	7896

Further, below is a snapshot/overview of the Training Program's involvement with some of the major technical assistance themes.

FGDM/Family Engagement

The Training Program Staff supported the FGDM Leadership Team in facilitating four Statewide FGDM Implementation Team meetings. The Training Program continued to support FGDM implementation in Pennsylvania by providing training, transfer of

learning and technical assistance regionally and for specific counties. The Training Program supported the work of the FGDM Leadership Team with active membership on the team, as well as by assuming the role of co-chair for the Training and Evaluation Subcommittees.

The Training Program provided multiple trainings throughout the state during this summary period that were aimed at teaching children and youth services personnel critical information related to engaging families. With most of Pennsylvania's 67 counties actively implementing FGDM and another quarter of them actively strengthening their family engagement practice, a significant shift is apparent in how families in the state are engaged in decision making to resolve concerns.

Many counties report the infusion of strengths-based, family-centered practice across their communities and the joining together of providers, government agencies, families, and communities through the implementation of FGDM. Counties also report the mobilization of the innate power within families and the collaborative power of systemic partnerships. A family engagement executive summary was created and distributed in 2010 and ongoing work regarding the fidelity of key FGDM principles and practices across the state continues.

Safety Assessment

Support and consultation for the planning and implementation of the In Home Safety Assessment and Management Process (SAMP) is enhanced by the participation of regional representation of practice improvement specialists in taking an active role in the development of a safety-specific logic model to guide roll-out and implementation of SAMP. Regional representation on the Safety Assessment Committee, leadership responsibilities for key implementation points, consultation with counties identifying TOL strategies, assisting counties with applying strategies, guided discussions for case reviews and the predecessor of regional support sessions have contributed to building individual professional and organizational capacity in human services through forums comprised of supervisors, county safety leads and child welfare professionals who share ideas and resources on SAMP and best practices.

Transfer of Learning (TOL)

The Training Program provides individualized transfer of learning and technical assistance in all aspects of its involvement with county children and youth agencies, through facilitation, meetings with management, coaching, or working with family groups. Transfer of learning support sessions include activities designed to enhance integration and skill development, transfer of knowledge and skills from training to the job, increased knowledge and skill development of child welfare professionals and effective learning. Transfer of learning support sessions are implemented through a partnership between Training Program staff and county children and youth agency representatives.

Twenty-two TOL meetings and twenty-six TOL support sessions reflected 174 hours of support and consultation to eight counties. Eight county-specific TOL packages consisted of: Strength-Based, Solution-Focused Supervision; Concurrent Planning; and Engaging Clients from a Strength-Based, Solution-Focused Perspective.

Family Center Grant Programs

In partnership with DPW's Office of Children, Youth and Families, the Training Program provides a comprehensive source of support, training and technical assistance to Family Centers. Family Centers play an integral part in helping to strengthen families by providing support to become healthy, educated and self-sufficient.

Consultation and support to 41 Family Center grant-funded programs included:

- Conducting a minimum of one site monitoring visit annually to 50% of grantees for Family Centers, PRF/CAP and TLFR grant programs.
- Coordinating, selecting, and re-training family centers for the peer review process and facilitating the process when requested, with approximately one third of Family Centers annually.
- Coordinating and delivering regional trainings to the grant-funded programs as well as providing technical assistance in a variety of methods in collaboration with DPW's Office of Children, Youth and Families.
- Developing and disseminating reference and resource materials for the Family Center network.

Systems of Care (SOC) and Integrated Children's Service Plan (ICSP) Initiatives

The Training Program's support of the Systems of Care federal initiative continued to the two identified Systems of Care (SOC) federal grant sites in Dauphin and Northumberland counties. This year was the no-cost extension period for the SOC federal initiative, bringing the counties into their final implementation stage as it relates to the federal dollars. Staff assisted and provided ongoing support for SOC practice initiatives and related Integrated Children Service Plan (ICSP) efforts as requested by DPW's Office of Children, Youth and Families. As system change work can take an extended amount of time, the Training Program will continue to support SOC and ICSP efforts in counties throughout the state. Training, transfer of learning and technical assistance will continue to be provided to counties. Additionally, the use of organizational effectiveness as a model for supporting and sustaining the system changes will remain fundamental in moving counties forward with their SOC, ICSP and related work. The final SOC federal grant meeting was hosted October 2009 at the Training Program. An executive summary was created for the year 2009 which was sent to key stakeholders.

The Training Program's continued role in the support to DPW's Office of Children, Youth and Families and the Integrated Children Service Project was met through technical

assistance, review of the 13 county ICSP plans, participation on teams and serving both on the ICSP Advisory and ICSP Management Groups.

National Governor's Association (NGA) Initiative

The Training Program continued to support the National Governors Association Center for Best Practices (NGA) and Pennsylvania's dedication to improving outcomes for vulnerable children, with the aim of safely reducing the number of children in foster care by twenty percent. Practice improvement specialists assisted the NGA teams and counties with facilitation of placement reduction efforts during the October 2009 and April 2010 Pennsylvania County Collaborative Workshops. The Training Program liaison for NGA participated on monthly NGA statewide calls and in on-site efforts assisting with change implementation to help the counties successfully meet their reduction goals. These efforts involved tasks such as needs analysis, using data for action planning, resource mapping, development of agency communication plans, practice issues, policy development and connecting initiatives and systems, as well as working collaboratively with the NGA teams and the counties to help the counties bring their strategic plans to life for the benefit of children, youth, families and communities.

In collaboration with the Juvenile Law Center and the Child Welfare League of America, *Models for Change: Information Sharing Tool Kit* training was presented in a train-the-trainer format to the Training Program practice improvement specialists. Subsequently, practice improvement specialists provided technical assistance in response to 13 county-specific requests; additionally, approximately 25 counties were represented and 110 participants of the Integrated Children Services Project received the training via WebEx. Further 110 *Tool Kit Manuals* were distributed to be used for engaging systems partners, defining their inter-system goals, developing Memorandums of Understanding (MOU) and expanding their integrated service approach.

Independent Living (IL) Programs

The Training Program continues to provide annual site visits to all 65 Independent Living (IL) programs to strengthen services and outcomes for older youth. Ongoing technical assistance is also provided as requested in a variety of IL-related areas, including transition and permanency planning, development of policies and procedures, youth engagement, life skills, assessments and new law and bulletin implementation.

Maintain and support a quality pool of professional consultants

The Training Program utilizes practitioners as consultants to provide consulting services to county children and youth agencies. Consultants must have thorough knowledge of Pennsylvania child welfare practice, the *Pennsylvania Standards for Child Welfare Practice*, and outcome measures from CFSR in the areas of safety, permanence and well-being. Consultants must also be experienced with well developed presentation, facilitation and group process skills.

The Training Program revised and implemented a consultant interviewing, selection and assessment process. The Training Program also finalized the Development of Consultants (DOC) training. The DOC prepares prospective consultants for assignments in county children and youth agencies that have requested technical assistance.

The Training Program brought in 11 new consultants through the DOC and 11 consultants (representing 420 consultant hours) were utilized to support practice improvement efforts in the counties. These efforts included developing work plans, implementation of service and monitoring the work. Consultants were initiated to support practice improvement efforts in the county children and youth agencies in the areas of: Safety Assessment and FGDM Implementation; Supervised Independent Living; Transfer of Learning; *Engaging Clients from a Strength-Based, Solution-Focused Perspective*; Evaluation and Accountability to Case Transfer Process; Resource Family Engagement; and Organizational Effectiveness.

Training Program Staff Participated in and/or Chaired the following committees:

- AOPC Engaging Absent Fathers Workgroup – Gene Detter
- AOPC Leadership – PPI Committee – Christina Fatzinger, Wendy Unger, and Maryrose McCarthy
- AOPC Legal Representative Workgroup – Sharon England
- AOPC Summit Planning – Wendy Unger
- CAPTA – Marsha Lynch, Christine Reese and Gale Sherrid
- FGDM–AHA Planning Committee – Christina Fatzinger and Wendy Unger
- ICSP Advisory Group – Andrea Richardson and Mike Byers
- Pennsylvania Family Support Alliance Board - Maryrose McCarthy
- NSDTA Advisory Board – Jerry Sopko
- Pennsylvania Family Resource Advisory Board – Sharon England
- SWAN Conference Planning Committee – Steve Edison
- Strengthening Families Advisory Board – Maryrose McCarthy
- SWAN Advisory Board – Laura Borish
- Statewide Youth Advisory Board – Justin Lee

Organize and Sponsor Events

The Training Program organizes and sponsors many events each year with intention of enhancing child welfare practice and integrating our key stakeholders, consumers, families and youth in our work. The events help to enhance collaboration and increase engagement, with the hopes that strengthening these areas will lead to an improved quality of practice.

Continuing Education Credits

Continuing its close working relationship with the University of Pittsburgh School of Social Work Continuing Education Department, the Training Program offers continuing education (CE) credit hours for Licensed Social Workers (LSWs), Licensed Clinical Social Workers (LCSW's), Professional Counseling (PC's) and Licensed Marriage and Family Therapists (LMPT's). The Training Program awarded over 12,000 professional continuing education credit hours to participants. In addition, the Training Program collaborated with the following organizations to provide continuing education credit hours for their training events:

- Bucks County C&Y Advisory Board
- Family Design Resources, Inc.
- Juvenile Law Center
- Office of Children and Families in Court (AOPC)
- Pennsylvania Family Support Alliance
- Lackawanna County

Among the six entities listed above, there were 143 trainings requested with 430 participants issued continuing education credit hours.

The Training Program utilizes leased training rooms both in our home office building in Mechanicsburg, as well as in locations across the state for trainings, meetings and various events. The charts below show the training room usage both in the Mechanicsburg office as well as other locations statewide.

Training Room Usage in the Mechanicsburg Office

Fiscal Year	Total Number of Meetings/Training Held	Number of Meetings/Trainings Held Per Month
July 1, 2005 to June 30, 2006	129	11 per month
July 1, 2006 to June 28, 2007	275	23 per month
July 1, 2007 to June 30, 2008	421	35 per month
July 1, 2008 to June 30, 2009	459	38 per month
July 1, 2009 to June 30, 2010	440	37 per month

- There are 133 agencies currently on the approved list.
- Of these, 56 agencies currently schedule meetings/trainings on a regular basis.

Training Room Usage in Locations Statewide

Type of Training/Meeting Held	Training Room/Number Held	Agency Using Facility
	Altoona Training Room	
Trainings/Meetings	65	Training Program
Mandated Reporter	3	Pennsylvania Family Support Alliance
VOCA	1	Victims Compensation Assistance Program
	Mayfield Training Room	
Trainings/Meetings	115	Training Program
Mandated Reporter	3	Pennsylvania Family Support Alliance
VOCA	1	Victims Compensation Assistance Program
	Meadville Training Room	
Trainings/Meetings	104	Training Program
Mandated Reporter	2	Pennsylvania Family Support Alliance
	Monroeville Training Room	
Trainings/Meetings	114	Training Program
Mandated Reporter	3	Pennsylvania Family Support Alliance
VOCA	1	Victims Compensation Assistance Program
	Montgomery County Training Room	
Trainings/Meetings	249	Training Program
Mandated Reporter	2	Pennsylvania Family Support Alliance
	Williamsport Training Room	
Trainings	82	Training Program
Mandated Reporter	2	Pennsylvania Family Support Alliance

Training Partnerships

The Training Program provided leadership within identified task areas for partner committees and provided support with identifying training and curriculum needs. These partners include Supervisory Training Advisory Group, Consultant and Trainer Advisory Group, Diversity Task Force, Leadership Academy Quality Assurance Committee (QUAC), Pennsylvania State Resource Family Association (PSRFA), and Fiscal Quality Assurance Committee (QUAC).

- Pennsylvania State Resource Parent Association Fall Conference: Fall 2009 – provided presenters and coordination assistance.
- Supervisor Training Event in Fall 2009, entitled *Sustaining Change and Enhancing Quality Improvement Efforts* (attendees included public, private and state level key stakeholders) – collaborated with the Supervisory Training Advisory Group (STAG) to provide these trainings.
- Hosted the Supervisor Training Event in Spring 2010, entitled *Technology and Quality Practice: Making the Connections* (attendees included public, private and state level key stakeholders) – collaborated with the Supervisory Training Advisory Group (STAG) to provide these trainings.
- Consultant and Trainer Regional Events in Fall 2009 (attendees included consultants and trainers for the Training Program)-collaborated with the Consultant and Trainer Advisory Group (CTAG) to provide these trainings.
- Consultant and Trainer Regional Events in Spring 2010 (attendees included consultants and trainers for the Training Program)-collaborated with the Consultant and Trainer Advisory Group (CTAG) to provide these trainings.
- Pennsylvania Children and Youth Administrators (PCYA) quarterly training in the Fall 2009 entitled, *How to Determine Readiness for Organizational Change* (attendees included Pennsylvania Children and Youth Administrators) - collaborated with the Leadership Academy QUAC to provide this training.
- Pennsylvania Children and Youth Administrators (PCYA) quarterly meeting training in Winter 2010 entitled, *The Disciplinary Process* (attendees included Pennsylvania Children and Youth Administrators) - collaborated with the Leadership Academy QUAC to provide this training.
- Pennsylvania Children and Youth Administrators (PCYA) quarterly training in Spring 2010 entitled, *Employee Performance Evaluations* (attendees included Pennsylvania Children and Youth Administrators) - collaborated with the Leadership Academy QUAC to provide this training.
- Pennsylvania Children and Youth Administrators (PCYA) quarterly training in Summer 2010 entitled, *Making Data Work for You* (attendees included Pennsylvania Children and Youth Administrators) - collaborated with the Leadership Academy QUAC to provide this training.
- Diversity Task Force's four Spring 2010 Regional Events, entitled *Emerging Issues of Culturally Awareness: A Pennsylvania Perspective* – coordinated and hosted these events with members of the Diversity Task Force (attendees included public and private child welfare professionals, trainers and other human services professionals).

The Training Program also supported events and meetings sponsored by Office of Children, Youth and Families (OCYF) and key stakeholders including: Statewide Adoption and Permanency Network (SWAN), Administrative Office of Pennsylvania Courts (AOPC), Family Group Decision Making (FGDM) leadership, Integrated Children's Services Plan (ICSP), American Bar Association, National Governors Association (NGA), National Staff Development and Training Association (NSDTA), Program Improvement Plan (PIP) workgroups, Caseworker Recruitment and Retention Committee and Safety Assessment and Management Committee. In Fiscal Year 2009/2010 the Training Program supported:

- 12 Statewide Adoption and Permanency Network (SWAN) and Independent Living (IL) Regional Meetings – collaborated with SWAN's prime contractor, Diakon Family Design Resources (FDR), to provide these events
- 1 SWAN Statewide Meeting: Summer 2009
- 1 SWAN Statewide Meeting: Winter 2009
- 4 Youth Advisory Board (YAB) Statewide Meetings
- Provided 235 SAT Waivers to Independent Living youth through the Independent Living Project's SAT and College Fee Waiver Program
- Interviewed substitute care youth from approximately 30 county children and youth agencies for the purpose of evaluating the effectiveness of independent living and child welfare services for youth in transition. Most of these interviews were done as part of the annual independent living site visits/reviews. In addition, supported youth participation in the Child and Family Services Review and Program Improvement Plan efforts.

The following Quality Assurance Committee was hosted by the Training Program:

- Leadership Academy QUAC
 - The Leadership Academy QUAC is a collaborative effort of the Pennsylvania Children and Youth Administrators Association (PCYA), DPW and the Training Program. During FY 2009/2010, the Leadership Academy QUAC continued to develop the components of an administrator certificate program, as well as to identify topic areas to be trained at the PCYA quarterly meetings.

Advisory Groups and Project Teams for the Training Program included:

- Diversity Task Force
 - The Diversity Task Force is committed to issues of human diversity in child welfare. Membership includes individuals from county children and youth agencies, DPW and the Training Program, as well as trainers and resource parents. In FY 2009/2010, the Diversity Task Force established its own portion of the Training Program website, which includes culturally-sensitive resources. In addition, they reviewed and contributed to the development of the *Engaging Latino Families/Entendiendo La Cultura Latina y Su Familia* curriculum and the revision of the *Valuing Diversity* curriculum for caseworkers. They developed the both *ICWA Screening*

Questionnaire and *Desk Guide* which are now incorporated into *Charting the Course* as well as sponsored regional training events in collaboration with the Pennsylvania Human Relations Commission.

- Further they updated the *Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) (Resource Manual)*, and created a curriculum checklist for diversity to assist curriculum writers; and served on the CAST curriculum quality assurance committee.
- Supervisor Training Advisory Group (STAG)
 - STAG is responsible for assisting in the development of the agenda for the Supervisor Training Events, as well as for identifying the topic areas of additional standard workshops to be developed for supervisors. In FY 2009/2010, STAG provided guidance and leadership in the development of the Fall 2009 and the Spring 2010 Supervisor Training Events, as well as providing input into revisions for the *Supervisory Training Series*.
- Consultant and Trainer Advisory Group (CTAG)
 - CTAG was formed in response to the need to provide consultants and trainers with increased communication with the Training Program. CTAG works to increase professional development opportunities for consultants and trainers, promoting pride and belonging as an integral part of the Training Program. The input from consultants and trainers assists the Training Program in ensuring that materials are relevant to their current needs. During FY 2009/2010, the CTAG:
 - Designed the consultant and trainer forum to ensure constant communication with consultants and trainers on updates to curriculum or practice initiatives; and
 - Advocated and planned for required professional development training hours for consultants and trainers.

Advocate for Policy and Practice Improvements

The Training Program has undertaken the strategy of advocating for policy and practice improvements in order to influence public policy decisions related to children, youth, and families. Our intent is to help customers and partners enhance collaboration with their partners and increase engagement of youth and families in their practice and policy decisions.

Child and Family Services Review (CFSR)

The Training Program, in conjunction with the Office of Children, Youth and Families, developed a response to the 2008 CFSR, a Program Improvement Plan (PIP). The improvement themes of this response included: Child, Youth and Family Engagement; Enhancing Assessments; Timely Permanence; Collaboration; Quality Practice; and Sustaining Change. The final PIP was approved at the end of the FY 2009/2010. The

following two years will be devoted to ensuring its completion so that services for Pennsylvania's children and families will be improved.

Upon submission of the initial PIP, the Training Program led the charge of formulating workgroups to begin working on how to implement the strategies. Initially, the workgroups included: Timely Permanence (working on concurrent planning); Child, Youth and Family Engagement (working on roll-out of an Independent Living bulletin); Enhancing Assessments (working on re-release of a compendium of rapid assessment tools); and Sustaining Change (working on continuous quality improvement).

- Child, Youth and Family Engagement

The IL Services Bulletin's main implementation strategy is a Frequently Asked Questions (FAQ) document and appendix of resources. This group finalized an FAQ document to be disseminated alongside the IL Services Bulletin. FAQ's were developed based on the needs of the populations who will be using the information.

- Enhancing Assessments

The Enhancing Assessments workgroup was charged with the task of trying to improve efforts to better assess underlying issues that are present with the children, youth and families involved with the child welfare system. This workgroup has two subcommittees:

- The Practice Subcommittee – This group is reviewing the Compendium of Rapid Assessment Instruments (RAI) and removing those assessments that are too costly or too training/resource intensive, as well as those assessment instruments that are diagnostic, as it was agreed that instruments should be used for screening rather than diagnosis.
- The Survey Subcommittee – This group looked at developing, disseminating and analyzing the results of a survey to be sent to supervisors and caseworkers in the public child welfare field. The members of the subcommittee will be gathering and analyzing information surrounding what screening tools in addition to the state mandated Safety Assessment, Risk Assessment and Ages and Stages tools are being utilized within the counties to assess the underlying issues that affect children and families. The results of this survey will be utilized in creating an updated, user-friendly resource for counties. These tools will not be mandated but may be used as resources. There will be outreach to other groups in order to learn more about the assessments that they use.

- Timely Permanence

The Timely Permanence Workgroup began by gathering research on concurrent planning. A smaller subcommittee worked to review the information that was collected to determine what would be most helpful as the committee develops recommendations for policy development and training. A second subcommittee worked to develop surveys for gathering input on concurrent planning from public and private caseworkers, supervisors and administrators; the courts; birth families; resource families; and youth.

Initial surveys have been administered during recent conference events and will continue to be distributed through January 2011. A small group is also reaching out to counties who have received concurrent planning training, TOL and technical assistance to receive their input on what went well and what barriers there were to implementation.

- Collaboration

A major theme in the PIP included collaboration among child- and family-serving Systems, as well as among technical assistance providers. Planning for a statewide technical assistance (TA) collaborative began. The collaborative will meet starting in FY 2010/2011.

Collaboration also continued as the Training Program and Office of Children, Youth and Families continued to implement monthly policy connect meetings. Over the fiscal year, a process was put into place for how the Training Program would accept new projects and distribute them to project managers throughout the agency.

- Sustaining Change

This committee is working on continuous quality improvement, their work will be addressed in the *Develop and Implement a Quality Improvement Process* section of this annual report.

Child Abuse and Prevention Treatment Act Implementation (CAPTA)

The CAPTA workgroup formed in 2005 to assist DPW in becoming compliant with CAPTA and to help evaluate and monitor the extent to which DPW is fulfilling its child protection responsibilities once compliance is reached. Pennsylvania became CAPTA compliant in 2010 when three Citizen Review Panels were established.

- Citizen Review Panels (CRP)

Three panels have been formed and are active South Central, Northwest and Northeast. The Training Program also assists with facilitation and coordination of additional training and resources, if those needs are identified by the panels. The panels' first reports are due in January 2011. The CRP subcommittee has been working to recruit, train and support the regional CRPs. The first three panels have been established and trained and are currently meeting on a regular basis. In the next fiscal year, the CRP subcommittee will continue to support the three existing panels, while conducting recruitment efforts to establish 3-5 additional panels.

- Children's Justice Act (CJA)

The CJA subcommittee is wrapping up a three-year study to determine how to best support the development and operation of programs designed to improve: 1) the handling of child abuse and neglect cases, particularly cases of child sexual abuse and exploitation, in a manner which limits additional trauma to the child victim; 2) the handling of cases of suspected child-abuse or neglect-related fatalities; 3) the investigation and prosecution of cases of child abuse and neglect, particularly child

sexual abuse and exploitation; and 4) the handling of cases involving children with disabilities.

Previously, a survey was conducted studying the multi-disciplinary team (MDT) process in Pennsylvania. Every county in Pennsylvania handles this process differently, and assigns different entities to conduct the MDT process *i.e.* District Attorney's offices; county Children and Youth agencies; Child Advocacy Centers; and others). Surveys were conducted in all 67 counties to determine how they respond to child abuse allegations. These surveys were conducted via telephone by members of the CJA subcommittee and of the Training Program staff.

The Pennsylvania Child Welfare Training Program encourages staff to attend training events to increase their knowledge and skill levels. Staff are also encouraged to conduct presentations at local and/or national training events to share our experiences, successes and knowledge with others. Below are the presentations that Training Program staff conducted throughout the past fiscal year.

Sharing Our Knowledge with Others

Date: August 18, 2009

Title: *How Logic Model Development Can Promote Accountability and Sustainability*

Presenter(s): Deborah Mock

Conference (Location): National Association for Program Information and Performance Measurement (NAPIM) (Reno, NV)

Date: October 21, 2009

Title: *701: How to Determine Readiness for Organizational Change*

Presenter(s): Lacey Rapini, Christina Fatzinger, Kathleen Swain and Sue Cohick (Dauphin County Administrator)

Conference (Location): PCYA Fall Quarterly (Seven Springs, PA)

Date: October 23, 2009

Title: *Improving Outcomes for Children, Youth, and Families*

Presenter(s): Jeanne Schott and Stephanie Maldonado

Conference (Location): Pennsylvania State Resource Family Association (Grantville, PA)

Date: November 19, 2009

Title: *Supporting Child Welfare Supervisors in their Role as Change Agents*

Presenter(s): Jeanne Schott and Stephanie Maldonado

Conference (Location): Supervisor Training Event (King of Prussia, PA)

Date: November 19, 2009
Title: *Fundamentals of TOL in the Juvenile Justice System Presentation*
Presenter(s): Kathleen Swain
Conference (Location): Juvenile Justice Directors Meeting (Danville, PA)

Date: December 3, 2009
Title: *Support Child Welfare Supervisors in their Role as Change Agents*
Presenter(s): Jeanne Schott and Stephanie Maldonado
Conference (Location): Supervisor Training Event (Cranberry, PA)

Date: December 8, 2009
Title: *Safety Assessment*
Presenter(s): Deborah Mock
Conference (Location): Supervisor Training Event (Mechanicsburg, PA)

Date: December 8, 2009
Title: *Support Child Welfare Supervisors in their Role as Change Agents*
Presenter(s): Jeanne Schott and Stephanie Maldonado
Conference (Location): Supervisor Training Event (Mechanicsburg, PA)

Date: January 2010
Title: *Review of Mental Health Screening Instruments for Youth and Children in Child Welfare (Paper)*
Presenter(s): Dr. Julie McCrae
Conference (Location): Paper Presented at the *Fourteenth Annual Conference of the Society for Social Work and Research* (San Francisco, CA)

Date: January 21, 2010
Title: *Practice Improvement Plan and Continuous Quality Improvement*
Presenter(s): Jeanne Schott and Stephanie Maldonado
Conference (Location): PCYA (Harrisburg, PA)

Date: January 27, 2010
Title: *Independent Living Roundtable*
Presenter(s): Justin Lee and Aja
Conference (Location): SWAN/IL Winter Statewide Meeting (State College, PA)

Date: March 6-8, 2010
Title: *Innovation in Child Welfare: The Adoption and Implementation of Family Group Decision Making in Pennsylvania (poster presentation)*
Presenter(s): Dr. Mary Beth Rauptis
Conference (Location): The 23rd Annual Research Conference, A System of Care (Tampa, FL)

Date: March 6-8, 2010

Title: *Emotional Screening in Child Welfare* (poster presentation)

Presenter(s): Dr. Mary Beth Rauktis

Conference (Location): The 23rd Annual Research Conference, A System of Care (Tampa, FL)

Date: March 18, 2010

Title: *Engaging Families from a Strength-Based, Solution-Focused Perspective*

Presenter(s): Kathleen Swain

Conference (Location): Family Center Training (Meadville, PA)

Date: March 22, 2010

Title: *Group Facilitation Skills*

Presenter(s): Deborah Mock and Kim Deiter

Conference (Location): Centre County Children and Youth (Bellefonte, PA)

Date: April 12, 2010

Title: Various Break Out Session Facilitators

Presenter(s): Lacey Rapini, Tonya Burgess, William Dougherty, Eugene Caprio, and Michael Danner

Conference (Location): *Resiliency 2010: Next Steps A Community Forum on Creating Resilient Families* (Scranton, PA)

Date: April 27, 2010

Title: *Multi-Generational Differences in the Workplace*

Presenter(s): Deborah Mock and Jerry Sopko

Conference (Location): Leadership Academy (Monroeville, PA)

Date: May 5, 2010

Title: *Multi-Generational Differences in the Workplace*

Presenter(s): Deborah Mock and Jerry Sopko

Conference (Location): Leadership Academy (Mechanicsburg, PA)

Date: May 6, 2010

Title: *Strategies for Success: Tools to Support Supervision and Quality Practice*

Presenter(s): Jeanne Schott, Stephanie Maldonado, and Jane Zupancic (Washington County Administrator)

Conference (Location): Supervisor Training Event (Monroeville, PA)

Date: May 7, 2010

Title: *Youth Voices Panel - Conference on Disproportionality in Child Welfare*

Presenter(s): Justin Lee

Location: Philadelphia, PA

Date: May 18, 2010

Title: *Strategies for Success: Tools to Support Supervision and Quality Practice*

Presenter(s): Jeanne Schott, Stephanie Maldonado, Becky Wilson (York County C&Y) and Tanya Almoney (York County C&Y)

Conference (Location): Supervisor Training Event (Mechanicsburg, PA)

Date: June 3, 2010

Title: *Strategies for Success: Tools to Support Supervision and Quality Practice*

Presenter(s): Jeanne Schott and Stephanie Maldonado

Conference (Location): Supervisor Training Event (Montgomery County, PA)

Date: June 10, 2010

Title: *PA Program Improvement Plan*

Presenter(s): Jeanne Schott and Chris Reese

Conference (Location): CTAG Event (Montgomery County, PA)

Date: June 21, 2010

Title: *Beyond the Mandate: What Influences County Decisions to Implement Best Practice Developmental Screening in Child Welfare? (poster presentation)*

Presenter(s): Rachel Winters

Conference (Location): Head Start's 10th National Research Conference (Washington, DC)

Date: June 22, 2010

Title: *Fostering Connections: Understanding the Assessment Tool and 90 Day Transition Plan*

Presenter(s): Steve Eidson and Ivory Bennett

Conference (Location): IL/SWAN Summer Statewide Meeting (Lancaster, PA)

Date: June 23, 2010

Title: *Improving Educational Outcomes of Youth in Substitute Care*

Presenter(s): Steve Eidson and Ivory Bennett

Conference (Location): 18th Annual Pennsylvania Permanency Conference (Lancaster, PA)

Date: June 23, 2010

Title: *Mentoring Programs and Older Youth: A Blueprint*

Presenter(s): Justin Lee and Ivory Bennett

Conference (Location): 18th Annual Pennsylvania Permanency Conference (Lancaster, PA)

Date: June 23, 2010
Title: *IL State of the Union*
Presenter(s): Justin Lee, Chris Nobles, Jacquan Jones, Ivory Bennett, and Myrta Aguasvivas
Conference (Location): SWAN/IL Summer Statewide Meeting (Lancaster, PA)

Date: June 23, 2010
Title: *Making Data Work for You*
Presenter(s): Deborah Mock with panel of presenters
Conference (Location): PCYA Quarterly Meeting (Gettysburg, PA)

Date: June 24, 2010
Title: Results of the Phase I Implementation Study of Developmental Screening in Pennsylvania Child Welfare Services
Presenter: Dr. Helen Cahalane
Conference (Location): PCYA Quarterly Meeting (Gettysburg, PA)

Date: June 24, 2010
Title: *Managing Change for Improved Outcomes*
Presenter(s): Laura Borish
Conference (Location): 18th Annual Pennsylvania Permanency Conference (Lancaster, PA)

Date: June 24, 2010
Title: *Do the Right Thing: Ethics in the Child Welfare Field*
Presenter(s): Kathleen Swain, Kim Deiter and Rachel Kuhr (Jewish Family Services)
Conference (Location): 18th Annual Pennsylvania Permanency Conference (Lancaster, PA)

Date: June 24, 2010
Title: *Engaging Parents and Youth at the Systems Level*
Presenter(s): Justin Lee, Tonya Burgess, and Chris Nobles
Conference (Location): 18th Annual Pennsylvania Permanency Conference (Lancaster, PA)

Date: June 25, 2010
Title: *Helping Birth Parents Understand Concurrent Planning*
Presenter(s): Laura Borish and Tonya Burgess
Conference (Location): 18th Annual Pennsylvania Permanency Conference (Lancaster, PA)

Develop and Revise Tools, Materials, and Curricula

The Training Program has undertaken the key strategy of *Develop and Revise Tools, Materials and Curricula* to promote the long-term career development among child welfare professionals, to elevate child welfare practice in Pennsylvania and to support the implementation of the Child and Family Services Review (CFSR), Integrated Children's Service Planning (ICSP), Practice Improvement initiative outcomes and the *Pennsylvania Standards for Child Welfare Practice*.

The Training Program identified, developed and revised curricula in consultation with its partners, the Department of Public Welfare and Pennsylvania Children and Youth Administrators, as well as in collaboration with the Training Steering Committee and county children and youth services agencies. A review of counties' Organizational Needs Assessments and Individual Training Needs Assessments (ITNAs), training participants' evaluations and trainer feedback forms helped to inform the development and revisions of curricula.

The Training Program offers both knowledge-and skill-based curricula, which are divided into foundational and specialized and related topics.

Foundational Skills

The Training Program designs foundational or core-level skills training to provide child welfare professionals with the fundamental attitudes, knowledge and skills necessary to provide services to children and their families. Core skills training is developed for direct service workers, supervisors and administrators but is also offered to ChildLine and OCYF staff. The Training Program conducted ongoing assessments of all foundational curricula and made revisions as necessary.

Direct Service Worker Foundation Skills Training

Charting the Course towards Permanency for Children in Pennsylvania (CTC) is a series of knowledge and skill-based curricula that assists in the development of initial skills in newly-hired caseworkers. *Charting the Course*, a 126-hour curricula series, was fully implemented in FY 2006/2007 and was significantly revised and updated throughout FY 2009/2010. These revisions will be finalized and implemented statewide in January 2011. During the reporting years of FY 2009/2010 the *Charting the Course* curricula contained the following 15 Modules:

1. *Introduction to Pennsylvania's Child Welfare System*
2. *Introduction to Pennsylvania's Child Welfare Practice*
3. *Using Interactional Helping Skills to Develop Caseworker/Client Relationships*
4. *Overarching Framework for Practice*

5. *Identification and Assessment of Child Abuse/Neglect*
6. *Safety Assessment*
7. *Risk Assessment and Family Assessment*
8. *Screening, Investigation and Documentation*
9. *Child Development*
10. *Introduction to Community and Community Partnerships*
11. *Family Service Planning Process: Case Transfer and Closure*
12. *The Court Process*
13. *Out-of-Home Placement and Visitation*
14. *When Reunification is Not in the Best Interest of the Child*
15. *Applying Knowledge and Skills to Achieve Outcomes*

The Training Program began to conduct research based on the following evaluation components incorporated into the *Charting the Course* curriculum, which was then used to inform the revisions described above:

- *Embedded Evaluations*, which incorporated written questions for the Risk Assessment, Family Service Plan and Applying Knowledge and Skills to Achieve Outcomes modules to gather data designed to measure participant learning within those modules.
- *Embedded Evaluation Tracking Tool*, a database designed to contain the results from all embedded evaluations.

Specialized and Related

Beyond the foundational skills training, child welfare professionals require ongoing training to support their long-term professional development. The Training Program designed specialized and related trainings that build upon the foundational level training and cover a variety of topic areas. Specialized and related training is developed for caseworkers, supervisors and administrators and is also offered to other systems partners.

The Training Program developed or revised the following specialized and related curricula during FY 2009/2010:

- 202: *Foundations of Independent Living: An Overview* (6 hours)
- 202: *The Independent Living Services Continuum: Engaging Youth In Their Transition Process* (12 hours)
- 203: *Overview of Child Sexual Abuse* (12 hours)
- 203: *Investigative Interviewing in Child Sexual Abuse* (12 hours)
- 203: *Working with Juveniles who Sexually Offend* (12 hours)
- 209: *Family Reunification and Case Closure in Child Sexual Abuse Cases* (6 hours)
- 307: *Engaging Latino Families / Entendiendo La Cultura Latina Y Su Familia* (6 hours)

- 308: *Adult Mental Health Issues: An Introduction for Child Welfare Professionals* (12 hours)
- 400: *The CPS Worker: Making the Case for Safety – Online Training* (3 hours)
- 204: *Interactional Helping Skills Model* (6 hours)
- 540: *Disciplinary Process* (6 hours)
- 921: *Safeguarding Children: What You Need to Know About Bullying and Harassment* (3 hours)
- 927: *Advocating for LGBTQ Youth* (3 hours)
- 940: *Empowering G.R.G. (Grandparents Raising Grandchildren) Families* (3 hours)
- 914: *Introduction to Family Group Decision Making (FGDM)* (3 hours)
- 940: *Concurrent Planning: It's About the Child* (3 hours)
- 922: *Sexual Abuse Language: What Did My Foster Child Say?* (3 hours)
- 306: *Applying Ages and Stages Tools in Child Welfare Practice* (6 hours)
- 1200 *Juvenile Justice: An Introduction for Working with Juvenile Offenders*
- 1200 *Juvenile Justice: Introduction to Intellectual and Developmental Disabilities*
- 1200 *Juvenile Justice: Introduction to Substance Abuse Issues*
- 1200 *Juvenile Justice: Supporting Youth's Mental Health*
- 1200 *Juvenile Justice: Counseling Academy*
- 1200 *Juvenile Justice: Counseling Strategies to Support Youth's Mental Health*
- 1200 *Juvenile Justice: Substance Abuse Issues and Counseling Strategies*
- 1200 *Juvenile Justice: Supporting Youth with Intellectual and Developmental Disabilities*

In addition, the Training Program also participated in the development of the Out of Home Safety Assessment tool and curriculum in collaboration with the Department of Public Welfare and the county children and youth agencies during FY 2009/2010.

In FY 2009/2010, the Training Program also revised the following resources:

- Administrators: Resource and Handbook (in collaboration with the Pennsylvania Children and Youth Administrators Association Leadership Academy QUAC)
- Indian Child Welfare Act Desk Guide (in collaboration with the Diversity Task Force)
- Indian Child Welfare Act Screening Tool (in collaboration with the Diversity Task Force)
- Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Resource Manual (in collaboration with the Diversity Task Force), and
- Safety Assessment and Management Process Manual

In FY 2009/2010, the Training Program developed and/or edited videos to be used with specialized and related curricula:

- 203: Investigative Interviewing in Child Sexual Abuse Cases
- 204: Interactive Helping Skills Model

- 207: Family Finding (2)
- 400: The CPS Worker: Making a Case for Safety
- 1200: Juvenile Justice: Design and Implementation of Treatment Plans to Support Youth With an Intellectual and Developmental Disability
- 1200: Juvenile Justice: Counseling Strategies to Support Youth's Mental Health
- 1200: Juvenile Justice: Introduction to Intellectual and Developmental Disabilities
- 1200: Juvenile Justice: Supporting Youth's Mental Health

The Training Program also produced and/or edited videos for the following events and initiatives:

- 2010 IL Youth Retreat marketing video
- 2009 IL Youth Retreat documentary video
- PA Communities on Transition Conference (Richard Gold and Edwin Turner)
- Youth safety interviews
- AOPC youth interviews
- NGA youth panel interviews
- AOPC and PPI meetings

In all, 643 DVD's, 4,765 CD's and 15 VHS tapes were created, labeled, and cased to be distributed for various purposes across the state.

Administrators

In FY 2009/2010, the Training Program continued to develop curricula designed to assist administrators in meeting their agency's practice improvement goals through subject knowledge and leadership skills. Trainings developed for the Pennsylvania Children and Youth Administrators Association (PCYA) quarterly meetings included:

- 701: *How to Determine Readiness for Organizational Change* (3 hours)
- 703: *Making Data Work for You* (3 hours)
- 703: *Disciplinary Process* (3 hours)
- 703: *Employee Performance Evaluations* (3 hours)

The Training Program further supported the professional development of child welfare professionals through its production of online workshops designed to provide them a convenient training resource. Online curriculum developed in FY 2009/2010 included:

- 110: *Charting the Course: Online Transfer of Learning Work* (6 hours)
- 400: *The CPS Worker: Making the Case for Safety: Online Training* (3 hours)
- 927: *Making the Connection: Adolescents and Caregiver Response* (3 hours)
- *Powerpoint 2007 Level One, Lesson Two*
- *Developmental Screening Data Entry Application Training*
- *Victims Compensation Assistance Program (VOCA)*

In addition, trainer developed workshops for county children and youth agency administrators, ChildLine, resource parents, Diversity Task Force, Supervisor Training Events, Family Centers, youth engagement, transfer of learning, Youth Retreat, and professional development of trainers and consultants have been developed.

Transfer of Learning (TOL) Curriculum

To support the child welfare professional's application of knowledge and skills acquired in the training sessions, the Training Program developed Transfer of Learning (TOL) packages which included the development of corresponding curriculum. The Training Program developed the following TOL Packages:

- 1300: *Juvenile Justice: Counseling Strategies to Support Youth's Mental Health: TOL Package* (44 hours)
- 1300: *Juvenile Justice: Substance Abuse Issues and Counseling Strategies: TOL Package* (44 hours)
- 1300: *Juvenile Justice: Supporting Youth with Intellectual and Developmental Disabilities: TOL Package* (44 hours)

Quality Assurance Committees (QUAC)

In addition to its consultation with its partners and stakeholders the Training Program routinely obtained expert information and consultation, to support the development and revisions of curriculum through the establishment of Quality Assurance Committees (QUAC). These QUACs typically consisted of multidisciplinary groups of professionals who have an expertise in the topic area of the curriculum. In FY 2009/2010, the Training Program conducted QUACs in the following topic areas:

- *Child Advocacy Studies Training (CAST)*
- *Charting the Course*
- *Out of Home Safety Assessment*
- *Family Finding*
- *Education Screening*

The Training Program also obtains expert consultation from established advisory committees in the development of its curricula including but not limited to:

- Leadership QUAC
- Supervisor Training Advisory Group (STAG)
- Consultant and Trainer Advisory Group (CTAG)
- Diversity Task Force

Piloting Curriculum

Prior to finalization of the curriculum and statewide implementation, each curriculum was piloted at least twice and observed as it was being trained by the Curriculum and

Instructional Specialist who developed or revised the curriculum. The specialist also conducted an after action review following each pilot to obtain participants' feedback. Only after revisions were incorporated into the curriculum was the curriculum finalized. The finalized curriculum was then presented to the qualified trainers in Training on Content (TOC) sessions.

Curriculum and Instructional Specialists also routinely and in a timely fashion reviewed bulletins issued regarding legislative, regulatory and policy changes, which were then incorporated into relevant curricula. When such revisions were made, the assigned trainers were notified of the changes in writing and were provided updated pages and materials to replace outdated material. In addition, ongoing curricula is periodically reviewed and then revised three years. Trainee evaluations completed at the conclusion of each training session along with trainer feedback forms also are considered when revising the curricula and corresponding TOL activities.

Youth and Family Engagement and Integration

The Training Program has undertaken the key strategy of *“Youth and Family Engagement and Integration”* to support the increased engagement of consumers at the individual, community and systems level toward improved service and outcomes.

Family Engagement

Another important part of Pennsylvania's family engagement effort supported by the Training Program is the development of a parent advisory board, Families and Communities United (FCU). FCU brings together parents formerly involved in the child welfare system with youth, child welfare practitioners and policy makers to advocate, educate, support and empower individuals involved with family service systems to be resources for themselves and their communities.

The Training Program continued to have a full-time Parent Ambassador, a parent with prior experience in the child welfare system, on staff to lead parent engagement efforts including FCU, technical assistance visits, statewide committee membership, curriculum development and review and speaking engagements.

Youth Engagement

The Training Program continued youth engagement through employment of Youth Ambassadors, oversight of the Youth Advisory Board (YAB) and Youth Retreat, leadership to statewide committees and delivery of trainings and technical assistance sessions to improve services and outcomes for youth and young adults.

Five Youth Ambassadors, youth currently or formerly involved in the child welfare system, were employed by the Training Program during FY 2009/2010. Youth Ambassadors continued to lead youth engagement training and technical assistance efforts across Pennsylvania. Youth continued to support the Youth Advisory Board,

Youth Retreat, *Know Your Rights* trainings, development and implementation of the Independent Living Bulletin, and numerous other county and statewide efforts. Additionally, Youth Ambassadors continued to support internal Training Program operations including interviewing and selection of new Training Program staff, curriculum development and revisions, publications and speaking events, and strategic planning.

Pennsylvania's Youth Advisory Board continued to strengthen its efforts to advocating, educating, and forming partnerships to create positive change in the substitute care system. The YAB has over 200 youth members participating in statewide and regional meetings, speaking engagements, community service projects, *Know Your Rights* trainings, peer mentoring and consultation with child welfare professionals, all geared toward positive changes. These youth and alumni presented at over 100 conferences, agencies and other settings and reached over 800 audience members last year; everyone from foster, kin and adoptive parents, to caseworkers and supervisors, to judges and attorneys have been impacted by the YAB's message.

The Training Program continued to provide leadership and oversight to YAB (spearheaded in partnership with youth) through four statewide meetings; technical assistance to regional YAB's; an annual strategic planning and leadership development training; coordination of speaking engagements; website management (www.independentlivingpa.org); and development and dissemination of public relations materials. The YAB Strategic Plan, developed in June 2010, focuses on leadership and committee development, influencing practice to ensure family connections are maintained for youth in foster care and strengthening the interventions of child welfare caseworkers. Six regional YAB meetings continue to meet on a bimonthly or quarterly basis sharing the same values and focus as the statewide board complemented by local goals and resources.

Additionally, the Training Program supported youth-young-adult-led trainings and speaking engagements across Pennsylvania. Youth Advisory Board members trained *Know Your Rights*, available at http://www.jlc.org/publications/know_your_rights/, in many counties. Youth also continued to train other child welfare trainings including *Adolescent Issues*, *Independent Living Services*, *Youth and Family Engagement Strategies*, *Mentoring Programs for Older Youth*, *Transition Planning*, the Youth Retreat classroom curriculum, and YAB leadership and strategic planning. Youth and young adults receive training, payment and support to provide training and consultation across Pennsylvania.

Another important youth engagement effort led by youth, with support from the Training Program, is the annual Youth Retreat. The purpose of the retreat is to afford current and former foster care youth educational, experiential and social experiences for a week on a college campus. In 2009, the Retreat, *D.R.E.A.M. (Determine Realize Educate Achieve Motivate)*, was held on the University of Pittsburgh's Johnstown campus on July 13-17, with over 120 youth and 80 staff attending.

Youth and staff from Independent Living programs across the state met quarterly as the Youth Retreat Steering Committee to determine the Retreat theme, schedule, activities, curricula and all other retreat logistics. The Retreat Steering Committee also continued to be an integral role during the week of the retreat by assisting with various work assignments such as registration. During FY 2009/2010, the Steering Committee, in partnership with youth, DPW, the Training Program and other child welfare professionals hosted the DREAM Retreat and planned the August 2010 *C.H.A.N.G.E. (Confidence, Hope, Achieve, Navigate, Goals, Endurance) Retreat*.

The Pennsylvania Child Welfare Training Program remains committed to ensuring youth and family engagement is an integral part of the Training Program's organizational structure as well as to lead training, support and technical assistance efforts across the Commonwealth to help counties engage youth and family members in their planning, service delivery, management and evaluation processes. The Training Program will continue to model youth engagement and support efforts at the local, regional and statewide levels. Success will be achieved when youth, alumni and family voices are not only heard and considered when policies and practices are designed and implemented but when their voices are the ones leading the process.

Develop and Implement a Quality Improvement Process

The Training Program has undertaken the strategy of developing quality improvement processes, for external partners as well as within the organization, to assist in incorporating these processes into work and promoting counties' and partners' internal capacity and momentum to sustain change.

EXTERNAL

The seminal strategy of the Program Improvement Plan (PIP) response to the 2008 Child and Family Services Review includes implementing a statewide continuous improvement process. Continuous Quality Improvement (CQI) is not a time-limited project or initiative. The National Resource Center for Organizational Improvement and Casey Family Programs define continuous quality improvement as "the ongoing process by which an agency makes decisions and evaluates its progress." Pennsylvania's CQI approach is therefore, not "another new initiative," and is not even an initiative but rather an effort to reshape the system at the local and state levels to support the achievement of positive outcomes for our children, youth, and families. The Training Program has facilitated implementation of this strategy by leading the Sustaining Change workgroup. The Sustaining Change workgroup began meeting in August 2009, following submission of the first PIP, to begin the work of developing a Pennsylvania specific CQI process.

The Sustaining Change workgroup reviewed several Quality Service Review (QSR) protocols from different states and decided to use Indiana's as a framework. In January, Indiana's QSR protocol was piloted in Philadelphia, Washington, and York counties. In May, Allegheny and Venango counties piloted a draft Pennsylvania specific

QSR tool, which was designed in partnership with the nationally renowned child welfare organization, Human Systems and Outcomes. These pilots gave opportunity to fine tune the tool for Pennsylvania, which will be completed in the fall of 2010.

INTERNAL

While much work was done to promote quality improvement in the counties, internally the Training Program underwent our own strategic reorganization to better use our internal resources and serve the counties. This reorganization included dividing the Organizational Effectiveness Department into Regional Teams, moving trainer development into the Curriculum Department, adding Human Resource functions into the Fiscal Department, and incorporating the family and youth engagement and statewide event coordination into the Program Development Department to form the Statewide Quality Improvement Team. This strategic reorganization will enable the Training Program to better respond to our customer's needs. As part of the reorganization, each of the six departments began participating in a continuous improvement process using the American Public Human Services Association (APHSA) DAPIM™ model to establish a desired future state and create a continuous improvement plan. Work began in developing a process to track the data of all Training Program interventions, so that data-informed decision making can be incorporated into future work.

Resource Coordination

In support of the Pennsylvania Child Welfare Training Program's mission to enhance child welfare practice by way of the provision of training, transfer of learning and technical assistance for county children and youth agencies and its affiliates, the Training Program underwent a strategic reorganization in FY 2009-2010. Through the reorganization, the strategy of Resource Coordination has progressed in order to effectively and efficiently improve the quality of practice within the Training Program. This has allowed staff to better utilize internal resources to meet the needs of our stakeholders and consumers. During this past fiscal year, the Training Program undertook several major resource coordination efforts, including those described below:

Identify county specific and statewide consultation and training needs

The Training Program utilizes an Individual Training Needs Assessment (ITNA), which assesses the individual training needs of child welfare professionals. The ITNA lists and prioritizes competencies required by child welfare professionals based on a caseworker's specific position within his/her agency.

ITNAs collected from 22 counties over FY 2009/2010 indicated the following as high training needs, by competency:

- **400-1: Ethics/Values:** The child welfare professional is aware of and understands how to apply social work ethics and principles in child welfare practice.
- **203-4: Sexual Abuse:** The child welfare professional can recognize age-appropriate sexual knowledge and awareness in children and can identify abnormal and/or precocious sexual knowledge or preoccupation.
- **203-7: Sexual Abuse:** The child welfare professional is aware of the elements of coercion and secrecy in sexual abuse cases and can structure the investigation, assess the risk to the child and impose protective measures accordingly.
- **309-1: Substance Abuse:** The child welfare professional can recognize indicators of alcohol abuse in adults and in children, understands typical dynamics of alcoholic families, knows how an alcoholic parent can affect a child's development and behavior, knows the relationship between alcohol abuse and family violence, and can refer to appropriate treatment resources.
- **203-3: Sexual Abuse:** The child welfare professional is able to recognize the patterns of interaction in families that maintain intra-familial sexual abuse.
- **203-8: Sexual Abuse:** The child welfare professional can implement strategies to engage involuntary or hostile clients in cases of abuse and neglect investigations.

In addition to the ITNA, the Training Program also offers the Organizational Needs Assessment (ONA) process, which assesses the organizational needs of county children and youth agencies and includes the development of a work plan reflective of identified training, transfer of learning and technical assistance designed to support the agency's outcomes and continuous quality improvement. County children and youth agencies assess their needs through local planning processes but may request the Training Program to assist with further assessment, as well as provide support with the implementation of changes.

Using the previously-developed ONA discussion guide and the advanced APHSA DAPIM™ model, regional teams completed 11 on-site Organizational Needs Assessments (ONAs) directly with county staff. Typically, the ONA meetings were preceded by regional teams reviewing county Needs-Based Plan and Budgets, ICSP reports and QSR results. At the onsite visits, counties selected staff comprised of different levels who could speak to their county's individual needs. The Training Program was represented by staff from the regional team.

Subsequent to the ONA onsite meeting, Practice Improvement Specialists developed a comprehensive report reviewing the issues raised during the meeting that provided specific training, technical assistance and transfer of learning recommendations.

Training topic trends from the ONA's consisted of family engagement, family group decision making, drug and alcohol/substance abuse, permanency planning and kinship. Technical assistance trends surrounded the areas of cross systems collaboration, performing casework, strength-based practice, quality assurance, safety assessment and organizational effectiveness with a focus on supervision and recruitment and

retention. The overarching ONA topics generating all three components of the Training Program's functions of training, technical assistance and transfer of learning consisted of foundational practices of family engagement, solution-focused interviewing and strength-based practice. The topic area of Independent Living was also recommended as needing focus in all three functions provided by the Training Program.

The identified recommendations support the areas of specialized training, on-site technical assistance and practice improvement efforts provided at multiple levels which continue to promote positive outcomes toward safety, permanence and well-being for families and children.

Organizational effectiveness technical assistance efforts included: 407 contacts and 1,296 documented hours with counties; in addition to providing ongoing onsite technical assistance, clarification, ongoing support and products as needed to staff and youth in order to promote successful completion of the agency's goals. This entails assessing climate for readiness for change by way of focus groups, surveys and facilitated discussions. Conducting Organizational Needs Assessments with two OCYF regional offices, and 11 counties voluntarily participating in an Organizational Needs Assessment process, developing and implementing training, transfer of learning and technical assistance work plans, as well as other county work efforts in preparation for quality improvement efforts.

Another aspect of the Training Program's needs assessment efforts includes an onsite annual program evaluation for county children and youth agencies that have federally funded Independent Living (IL) Programs. An IL Program Review typically consists of an overall evaluation done with a technical assistance component. In FY 2009/2010, all 65 federally funded IL Programs received an on-site Program Review.

Collaborate with the Child Welfare Education for Baccalaureates and Child Welfare Education for Leadership Programs

Child Welfare Education for Baccalaureates (CWEB)

Designed to recruit and prepare students for a career in the public child welfare field, the Child Welfare Education for Baccalaureates (CWEB) Program is offered at 14 schools throughout Pennsylvania. Undergraduate students who are official Social Work majors in any of the fourteen approved, participating undergraduate schools are eligible to apply for the CWEB program. Qualified students receive substantial financial support during their senior year in return for a commitment to work in one of Pennsylvania's county public child welfare agencies following graduation. Students must satisfactorily complete child welfare course work and an internship at a public child welfare agency. During the course of the internship, most students are able to complete some of the competency-based training required for all public child welfare caseworkers. Upon graduation, students also receive assistance with their employment search.

Requirements as a student:

- Complete child welfare course work
- Enroll in *Charting the Course*; and
- Complete an internship at a public child welfare agency

Requirements as a graduate:

- Gain and maintain, for one year, employment at a public child welfare agency

CWEB students completed 370 days of *Charting the Course*.

Child Welfare Education for Leadership Program (CWEL)

The Child Welfare Education for Leadership (CWEL) Program provides substantial financial support for graduate-level social work education for current employees of public child welfare agencies. Caseworkers, supervisors, managers and administrators of any Pennsylvania county children and youth agency are eligible to apply to participate in the CWEL program. All persons enrolled meet these criteria as determined by their CWEL applications, résumés, agency approvals, notifications of admission from one of the approved schools and signed agreements. The CWEL program has funded students from 66 counties and 12 Pennsylvania Schools of Social Work on both a full- and part-time basis. Twenty-four percent of all caseworkers, supervisors, managers and administrators of Pennsylvania's county child welfare agencies have enrolled in CWEL to date. Additionally, CWEL serves as an educational and career ladder for public child welfare employees. Overall, approximately nine percent of CWEB graduates have entered CWEL thus far. The active CWEL student enrollment during the 2009-2010 program year consisted of nearly 16% CWEB alumni. The CWEL program reimburses salary and benefits for full-time CWEL students and covers tuition, fees and other expenses for both full- and part-time students in return for a two-year commitment to the employing county child welfare agency upon graduation. During the first 15 years of the program, 880 child welfare professionals have earned graduate social work degrees. These individuals occupy various positions, ranging from caseworker to administrator. The program has a remarkably successful record of retention, with retention rates exceeding 92%.

Requirements:

- ❖ Complete child welfare course work
- ❖ Complete an internship at a public or private child and family agency serving IV-E eligible clientele
- ❖ Maintain, for two years, employment at a Pennsylvania public child welfare agency

Develop, Support and Maintain Websites and Databases

The Training Program hosts a variety of websites designed to provide the most up to date information and resources on all Training Program activities, as well as resources for Independent Living youth and all child welfare professionals and their affiliates. The design and content for each website is decided upon by the respective advisory boards and committees assigned to the sites, as well as input from other avenues. The following websites were developed, maintained, and/or supported by the Training Program over FY 2009/2010.

- Youth Advisory Board: Added National Youth in Transition Database (NYTD), alumni and legislative updates sections to the site. Also added the 2009 IL Youth Retreat materials and media to the site.
- The Training Program Home Site: Added the Family Group Decision Making discussion board, created a Consultant and Training Advisory Group section (including a discussion board) and modified the PA Safety page with new information and many updates.
- Independent Living PA: Updated, supported and maintained regularly.
- PILOTS: Updated and ran quarterly reports, provided support and maintenance.
- ENCOMPASS: Provided additional programming, reports, support and maintenance.

The Training Program developed or revised the following applications to assist staff, as well as county children and youth agencies with practice improvement efforts. In collaboration with our internal and external systems, comprehensive evaluation strategies are developed and supported to increase accountability and provide evidence of the effectiveness of specific approaches.

- ❖ Encompass:
 - Utilities: Added a section to track conference call scheduling;
 - TOL: Developed screens and tables for developing and editing TOL package steps, also developing a TOL research survey; and
 - Helpdesk module: Created a helpdesk module to monitor all MIS-related technical assistance and project documentation
- ❖ Microsoft Project:
 - Created an online repository using Microsoft Project and developed templates to record all PIP-and IGA-related activities and deliverables.
- ❖ Developmental Screening Application:
 - Training was provided to all participating counties on the use of the application.
 - An online workshop was created and posted to train new workers on the use of the application.
 - The following functionality was added to the application
 - Modifying Caregivers and Children; and
 - Case Closure

- The following reports were added to the application
 - Inactive Children;
 - Inactive Caregivers;
 - Caregiver and Children;
 - Survey Report;
 - ASQ Child Listing; and
 - ASQ:SE Child Listing.

Information Technology Support

Integration of technology was used with three of the statewide meetings held via WebEx, which received generally positive support and served to increase the number of counties attending and participating in the statewide meeting. The development of the FGDM discussion board was implemented and assistance is provided to facilitate posted focused questions surrounding evaluation and updating the community on the current evaluation implementation. As opportunities to use technology are offered to connect those counties, agencies, providers and families engaged in the practice, the practice use will grow and the skills of those involved will broaden.

Integration of technology is used with delivery of TOL processes, support sessions and skill application utilizing Power Point presentations and “on the job assessment” data upon completion of TOL packages. Engaging counties via WebEx meetings is used as TOL first step of initial meetings, in addition to the integration of online motivational games/activities as a method of reviewing the learning in the TOL support sessions.

The Training Program used WebEx to facilitate 147 meetings, trainings and QUACs, including the training of 57 counties on the use of the Ages and Stages database, Leadership Academy QUACs, York County quality assurance meetings, safety meetings and many others. In addition, the Training Program resolved approximately 576 Helpdesk tickets, provided network and infrastructure support for its staff and provided onsite computer assistance to approximately 660 on- and off-site functions.

Updated the Training Program Resource Libraries and Allow Continued Access to the Department, Counties and Trainers/Consultants

In FY2009/2010, the Training Program’s resource library received many updates; including a total overhaul of Independent Living resources and manuals by IL Youth employed by the Training Program. Additionally, multiple resources were added and/or updated in the library.

Finally, the department produced and distributed the monthly newsletter, *County Connection*, to county Children and Youth Agency Training Liaisons and Administrators

For additional information concerning the Training Program, please visit our website <http://www.pacwcbt.pitt.edu/>.

The Pennsylvania Child Welfare Training Center



The test of the morality of a society is what it does for its children.
-[Dietrich Bonhoeffer](#)

**University of Pittsburgh, School of Social Work
The Pennsylvania Child Welfare Training Program**

403 East Winding Hill Road
Mechanicsburg, PA 17055
Phone: (717) 795-9048
Fax: (717) 795-8013
www.pacwcbt.pitt.edu

