



University of Pittsburgh



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

Fiscal Year 2006/2007 Annual Report



**A hundred years from now it will not matter what my bank account was,
the sort of house I lived in, or the kind of car I drove,
but the world may be different because I was important in the life of a
child.**

Unknown

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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

The Vision of the Pennsylvania Child Welfare Training Program is safety, permanence, and well-being for children and youth, families, and communities, supported by the work of competent, committed, and confident professionals.

MISSION

The Mission of the Pennsylvania Child Welfare Training Program is to train and provide technical support to those working in the Child Welfare system and to support those working with us to help families and communities to safely parent children and youth.

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 presenting 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, and in training.
- ☞ 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 on-going development of the Training Program's Leadership Team, believing strong leadership is the key to an effective organization.

HALLMARKS

The Training Program (formerly the Pennsylvania Child Welfare Competency-Based Training and Certification Program) was established in 1992 to train direct service workers, supervisors, administrators, and foster parents in providing social services to abused and neglected children and their families. Reflection on the first ten years of operation led to the identification of the following Hallmarks:

- ☞ Geographically "customized" training
- ☞ Development of multi-level curriculum
- ☞ Use of practitioners as trainers
- ☞ Delivery of CORE training
- ☞ Incorporation of cultural competency/sensitivity

The Training Program has made great strides to improve child welfare services in Pennsylvania since its inception. Of utmost importance is the established partnership with the University of Pittsburgh in 2001. Due to the opportunities

created since this time, the Training Program has grown and is able to provide training, transfer of learning, and technical assistance to county Children and Youth Agencies and their staff throughout the state.

In 2004, the Child Welfare Training Steering Committee, along with Training Program staff, reflected on the accomplishments since joining with the University of Pittsburgh. Following is a compilation of the additional Hallmarks that were identified:

- œ Increase in University of Pittsburgh resources
- œ Increase in professional staff
- œ Expansion of collaboration with statewide partners
- œ Development of skill-based curricula and resources
- œ Development of Transfer of Learning
- œ Enhancement of Technology Development products
- œ Incorporation of Organizational Effectiveness

More recent accomplishments are reflected in the following Hallmarks:

- œ Integration of Organizational Effectiveness principles in all technical assistance
- œ Utilization of local consultants to provide technical assistance
- œ Development and implementation of Regional Teams
- œ Enhancement of training opportunities for administrators and upper level management
- œ Development of a *Ten Step Transfer of Learning Process*
- œ Development of agency-specific Transfer of Learning Support sessions
- œ Implementation of an Annual Program Evaluation and technical assistance services for all Title IV-E Chafee funded Independent Living Programs in Pennsylvania
- œ Incorporation of Youth Engagement practices through involvement of student interns
- œ Incorporation of the following in all curricula:
 - Adoption and Safe Families Act
 - Child and Family Services Review Outcomes
 - Shulman Interactional Skills
 - *Pennsylvania Standards for Child Welfare Practice*
 - Contextual Framework Guidelines
- œ Inclusion of county Children and Youth Agencies, the Department of Public Welfare, and subject matter experts during the curriculum development process
- œ Development of Fiscal Curricula
- œ Implementation of a centralized delivery system while maintaining training at the local level

- ☞ Development of an Organizational Needs Assessment tool for use by Regional Teams to surface training and technical assistance needs of individual counties
- ☞ Implementation of the Organizational Needs Assessment process that will assure each individual county will have an “on-site” needs assessment completed by its assigned Regional Team at least once during each three-year cycle
- ☞ During 2006-2007, 22 counties completed an “on-site” Organizational Needs Assessment meeting with Training Program staff
- ☞ Developed the “Organizational Effectiveness Guide” as an Organizational Effectiveness resource for Practice Improvement staff and contracted consultants
- ☞ Supported the work of Pennsylvania’s Family Center system completing on-site monitoring visits, supported peer reviews and staff development work
- ☞ Developed and distributed the “*County Connection*” newsletter updating counties on a monthly basis on information relating to Training Program work
- ☞ Designed evaluation efforts to determine the impact of training on worker skill development
- ☞ Provided all Training Program staff with current research and best practices in the field of child welfare and training development for the use in all curriculum and tools developed by the Training Program
- ☞ Evaluated trainee success in applying classroom knowledge to casework practice.

LEADERSHIP

The Child Welfare Training Steering Committee 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 Training Steering Committee is co-chaired by the Department of Public Welfare and the Pennsylvania Children and Youth Administrators.

STRUCTURE

The University of Pittsburgh, School of Social Work is responsible for the overall management of the Training Program, which includes: strategic planning; fiscal planning and monitoring; development of curricula; delivery of training; development and implementation of transfer of learning and technical assistance; development and maintenance of data systems; and development and implementation of evaluation efforts.

The Training Program is comprised of the following departments that ensure the completion of tasks to achieve its Vision and Mission:

- ❖ Fiscal and Operations Department
- ❖ Curriculum Development Department
- ❖ Training Delivery Department
- ❖ Technology Development Department
- ❖ Organizational Effectiveness Department

The purpose of each department is described below:

❖ **Organizational Effectiveness Department:**

- Support Practice Improvement with the Child Welfare system, providing training, technical assistance, and support in the areas of Integrated Children's Services Plan, Family and Youth Engagement, Organizational Effectiveness, Systems of Care, and Quality Services Review, as well as other appropriate practice areas requested by county Children and Youth Agencies;
- Develop and/or revise Transfer of Learning tools based on feedback from trainers, staff from county Children and Youth Agencies, the Department of Public Welfare, and the Training Program;
- Promote transfer of skills learned in the classroom to the field through transfer of learning support;
- Promote best practice in services provided to youth in Independent Living programs;
- Recruit and approve practitioners as consultants for the Training Program and conduct on-going evaluation to ensure the delivery of quality technical assistance;
- Elevate Child Welfare practice in Pennsylvania by supporting county Children and Youth administrators, supervisors, and caseworkers with implementation of the Child and Family Services Review, Integrated Children's Services Plan, Practice Improvement initiative outcomes, and the *Pennsylvania Standards for Child Welfare Practice*;
- Promote long-term career development among Child Welfare professionals;
- Promote organizational development for Child Welfare agencies;
- Evaluate trainee success in applying classroom knowledge to casework practice;
- Assist the Office of Children, Youth, and Families in implementing statewide initiatives or policy/legislative changes;

- Complete family center on-site monitoring sessions as well as peer review sessions;
- Complete Independent Living program reviews as agreed upon with the Office of Children, Youth, and Families;
- Assure completion of Organizational Needs Assessments for all 67 counties during a three year cycle and;
- Provide Development of Consultant training for newly contracted Organizational Effectiveness consultants.

Roles within the Organizational Effectiveness Department:

- Practice Improvement Specialist – familiar with the philosophical framework of Systems of Care and Family and Youth Engagement; embraces these values and philosophies when working with county Children and Youth Agencies and promotes evidence-based practices at the county level that supports both Systems of Care and Family and Youth Engagement; assists in coordinating Quality Service Reviews with county Children and Youth Agencies; familiar with the Organizational Effectiveness Model of the American Public Human Services Association; promotes use of the American Public Human Services Association model in assisting county Children and Youth agencies in utilizing their data from the Quality Service Review to develop an agency-wide strategic plan that supports systemic change; and facilitates the Organizational Effectiveness process and plan development with agencies;
- Transfer of Learning Specialist – supports the skill development of staff, supervisors, and caseworkers, in topic areas specific to practice improvement; provides on-site coaching and mentoring that supports transfer of skills taught in training to the work place; assesses transfer of learning through collection of data; and conducts on-going training needs assessment for agency staff through the Organizational Needs Assessment process; and
- Independent Living Specialist – familiar with Youth Engagement practices; embraces the values and philosophical framework of Systems of Care; and embraces these values and philosophies when working with county Children and Youth Agencies.

❖ **Curriculum Development Department:**

- Develop and/or revise CORE curriculum and Transfer of Learning tools based on feedback from trainers, staff from county Children and Youth Agencies, Department of Public Welfare, and the Training Program;
- Develop and/or revise standardized curriculum and Transfer of Learning tools based on Organizational Needs Assessment, Individual Training Needs Assessment data, and feedback from

county Children and Youth Agencies, Department of Public Welfare, and the Training Program;

- Assist in recruiting practitioners as trainers for the Training Program and conduct on-going evaluation and provision of technical assistance to trainers to ensure the delivery of quality training;
- Elevate Child Welfare practice in Pennsylvania by supporting county Children and Youth administrators, supervisors, and caseworkers with the implementation of the Child and Families Service Review, Integrated Children's Service Plan, Practice Improvement initiative outcomes, and the *Pennsylvania Standards for Child Welfare Practice*;
- Assist the Office of Children, Youth, and Families in implementing statewide initiatives or policy/legislative changes through curriculum development;
- Promote long-term career development among Child Welfare professionals; and
- Evaluate trainee success in applying classroom knowledge to casework practice.

Role within the Curriculum Development Department:

- Curriculum and Instructional Specialist – develops curriculum needed by county Children and Youth Agencies through a variety of training needs assessment processes; develops Action Plans to be used by county Children and Youth Agencies to support transfer of learning to the work site; and prepares trainers to present curriculum and/or to modify curriculum to meet the needs of the individual agencies.

❖ **Training Delivery Department:**

- Coordinate, market, and deliver training throughout the Commonwealth;
- Recruit and approve practitioners as trainers for the Training Program and conduct on-going evaluation and provision of technical assistance to trainers to ensure the delivery of quality training;
- Elevate Child Welfare practice in Pennsylvania by supporting county Children and Youth administrators, supervisors, and caseworkers with the implementation of the Child and Families Service Review, Integrated Children's Service Plan, Practice Improvement initiative outcomes, and the *Pennsylvania Standards for Child Welfare Practice*;
- Oversee the development of trainer developed workshops in order to meet individual county Children and Youth Agency

training needs as identified by the Organizational Needs Assessment and Regional Team assessments;

- Assist the Office of Children, Youth, and Families in implementing statewide initiatives or policy/legislative changes through training;
- Promote long-term career development among Child Welfare professionals; and
- Evaluate trainee success in applying classroom knowledge to casework practice.

Roles within the Training Delivery Department:

- Curriculum and Instructional Specialist – develops curriculum needed by county Children and Youth Agencies through a variety of training needs assessment processes and prepares trainers to present curriculum and/or to modify curriculum to meet the needs of the individual agencies.
- Training Delivery Specialist – coordinates training efforts both regionally and per county based on the data collected from a variety of needs assessment process.
- Statewide Training Specialist – coordinates training efforts for all regions across the state based on new initiatives and new populations of trainees.

❖ **Technology Development Department**

- Develop and maintain computer applications to monitor all Training Program activity;
- Provide technical assistance to Training Program staff through operation of a Help Desk;
- Produce videos for use in curriculum;
- Maintain a website; and
- Develop web-based training tools.

REGIONAL TEAMS

The Training Program ensures a collaborative approach among staff regarding the development and implementation of its products and services. This is demonstrated by the use of Regional Teams.

Regional Teams are assigned to work with county Children and Youth Agencies to assess the training, transfer of learning, and technical assistance needs and to coordinate a seamless delivery of the Training Program's products and services. Regional Teams meet together on a monthly basis to discuss training, transfer of learning, and technical assistance needs in their region. Teams also meet on a quarterly basis in their assigned region with County Training Liaisons and Administrators to discuss program updates or issues relating to services and

training delivery. Office of Children, Youth, and Families regional representatives are also included in those quarterly meetings.

Regional Teams are responsible for completing Organizational Needs Assessments on-site based on a three-year statewide cycle.

Members on each Regional Team include:

- ❖ Practice Improvement Specialist;
- ❖ Transfer of Learning Specialist;
- ❖ Independent Living Specialist;
- ❖ Curriculum and Instructional Specialist;
- ❖ Training Delivery Specialist; and
- ❖ Other Training Program staff that may support the work of the Regional Team, as needed.

**The Training Program's organizational chart is provided for your reference in the Appendix.

A LOOK BACK ON FISCAL YEAR 2006/2007

During Fiscal Year 2006/2007, the Training Program focused its work in the following Key Responsibility Areas:

- ❖ Needs Assessment
- ❖ Develop and Revise Training, Transfer of Learning, and Technical Assistance Materials and Tools
- ❖ Trainer and Consultant Recruitment, Development, and Approval
- ❖ Coordinate, Market, and Deliver Training Events, Transfer of Learning Support, and Technical Assistance
- ❖ Communication, Collaboration, and Quality Assurance with Key Stakeholders
- ❖ Computer Support, Application Development, and Reporting
- ❖ Certification
- ❖ Research and Evaluation
- ❖ Development and Execution of Fiscal Spending

Following is a summary of work completed within each Key Responsibility Area:

NEEDS ASSESSMENT

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

Individual Training Needs Assessments collected over the past several years have consistently indicated the following as high training needs, by competency:

- ❖ 203 – Sexual Abuse
- ❖ 303 – Casework with Children
- ❖ 308 – Adult Psychopathology
- ❖ 209 – Concurrent Planning
- ❖ 309 – Substance Abuse
- ❖ 202 – Working with Adolescents

In addition to the Individual Training Needs Assessment, the Training Program also offers the Organizational Needs Assessment process, which assesses the organizational needs of county Children and Youth Agencies and includes the development of a recommended training, transfer of learning, and technical assistance plan designed to support the agency's outcomes. 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 Organizational Needs Assessment discussion guide to aid the assessment, Regional Teams completed 22 on-site Organizational Needs Assessments directly with county staff. Typically the Organizational Needs Assessment meetings were preceded by Regional Teams reviewing county Needs Based Budgets, Integrated Children's Service Plan reports, and Quality Service Review results. At the on-site visit, counties were able to choose the staff they felt most appropriate to attend who could speak to their county's individual needs. The Training Program was usually represented by staff from the Practice Improvement, Transfer of Learning, Independent Living Units, Curriculum Development and Training Delivery Departments.

Subsequent to the Organizational Needs Assessment on-site meeting, Training Program staff developed a comprehensive report reviewing the issues raised during the meeting that provided specific training, technical assistance, and transfer of learning recommendations.

Another aspect of the Training Program's Needs Assessment efforts includes an on-site Annual Program Evaluation for county Children and Youth Agencies who have federally funded Independent Living Programs. An Independent Living Program Review typically consists of an overall evaluation, as well as a technical assistance component. In Fiscal Year 2006/2007, all 61 federally funded Independent Living Programs received an on-site Program Review.

DEVELOP AND REVISE TRAINING, TRANSFER OF LEARNING, AND TECHNICAL ASSISTANCE MATERIALS AND TOOLS

The Training Program ensures that all of the materials and tools developed and/or revised are Pennsylvania specific; based on current research; promote the implementation of the *Pennsylvania Standards for Child Welfare Practice*; focus on skill development and permanency issues; and support casework practice that promotes the Child and Family Services Review outcomes of safety, permanence, and well-being for children and their families. The Training Program also develops and evaluates curricula according to guidelines consistent with training needed for Social Work Licensure and ensures that the content is consistent with current research and relevant to practice through the implementation of a Quality Assurance process.

Training Material and Tools

The Training Program offers both knowledge and awareness and skill-based curricula, which are divided into foundation skills and specialized and related.

❖ Foundation Skills

The Training Program designs foundation or core 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.

Direct Service Worker core skills training

Charting the Course Towards Permanency for Children in Pennsylvania (Charting the Course) curriculum is a skill-based curriculum that assists in the development of initial skills in newly hired caseworkers. *Charting the Course*, a 120-hour curriculum was fully implemented in 2006/2007 and contains the following 15 modules:

- *Introduction to Pennsylvania's Child Welfare System*
- *Introduction to Pennsylvania's Child Welfare Practice*
- *Using Interactional Helping Skills to Develop Caseworker/Client Relationships*
- *Overarching Framework for Practice*
- *Identification and Assessment of Child Abuse/Neglect*
- *Safety Assessment*
- *Risk and Family Assessment*
- *Screening, Investigation, and Documentation*
- *Child Development*
- *Introduction to Community and Community Partnerships*
- *Family Service Planning Process/ Case Transfer and Closure*
- *The Court Process*
- *Out-of-Home Placement and Visitation*
- *When Reunification is Not in the Best Interest of the Child*
- *Applying Knowledge and Skills to Achieve Outcomes*

The *Supervisory Overlay for Charting the Course*, a six-hour curriculum, was fully implemented for supervisors that have staff attending *Charting the Course*. The training provides supervisors with an awareness of the material covered in *Charting the Course*, as well as tools to support their worker(s) transfer of skills learned in the classroom to the field.

In Fiscal Year 2006/2007, the Training Program implemented the following technology tools to be used with *Charting the Course*:

- *Embedded Evaluations*: The written questions for the Risk Assessment, Family Service Planning, and Interactional Helping Skills embedded evaluations were used to gather data to help measure participant learning.

- *Embedded Evaluation Tracking Tool*: This database was used to store the results from all embedded evaluations.

Administrator core skills training

The *Foundations for Leadership*, a 12-hour core curriculum for administrators, was fully developed and implemented in 2006/2007.

Charting the Course Towards Permanency for Children in Pennsylvania: An Administrator's Overview is a four-day curriculum that gives administrators an overview of the learning that direct service workers receive as part of the *Charting the Course* curriculum. This was fully developed and piloted during 2006/2007.

❖ **Specialized and Related**

Beyond the foundation skills training, Child Welfare Professionals require on-going training to support their long-term professional development. The Training Program designs specialized and related training that builds upon the foundation level training and covers a variety of topic areas. Specialized and related training is developed for caseworkers, supervisors, and administrators.

Caseworkers and Supervisors

In Fiscal Year 2006/2007, the Training Program developed or revised the following standard specialized and related curricula:

- 411 – Act 148 Invoicing
- 207 – Introduction to Family Group Decision (FGDM) Making Part 1
- 207 – Family Group Decision Making (FGDM) Part 2

In addition the Training Program developed the following workshops or presentations for statewide training opportunities:

- **Fall 2006 Supervisor Training Event**
 - ✓ 870 – Safety Assessment
 - ✓ 870 – Coping with an Ever-Changing Workplace
 - ✓ 870 – Getting Results: A Framework to Manage Challenging Behaviors
 - ✓ 870 – Overview of Interstate Compact on the Placement of Children
 - ✓ 870 – Vicarious Traumatization of Child Welfare Professionals in Case Management and Supervision

- ✓ 870 – Supervision: Tools and Strategies to Support Child Welfare Practice
- **Spring 2007 Supervisor Training Event**
 - ✓ 870 – Developmental Screening of Abused and Neglected Children
 - ✓ 870 – Legal Issues in the Education of Children in Out-of-Home Care
 - ✓ 870 – Connecting the Dots: Outcomes and Continuous Quality Assurance
 - ✓ 870 – The Solution Focused Approach to Child Welfare Practice
 - ✓ 521 – Making Outcomes Management Work
 - ✓ 521 – Family Group Decision Making: A System of Care Model
 - ✓ 521 – Coaching for Excellence in Service Planning
 - ✓ 313 – Vicarious Traumatization of Child Welfare Professionals in Case Management and Supervision
 - ✓ 870 – The Continuum of Permanency
- **Diversity Taskforce Training**
 - ✓ 870 – Fatherhood: A Cultural Perspective
 - ✓ 870 – Acknowledging a Father’s Strength
 - ✓ 870 – The Paternity Puzzle
- **Trainer and Consultant Training Event**
 - ✓ 820 – How to Be Nice When You Want to Yell and Scream
 - ✓ 709 – Considering the Diversity Factor in Training: A Trainer’s Handbook
 - ✓ 870 – The Solution Focused Approach to Child Welfare Practice
 - ✓ 870 – Legislative Update

In Fiscal Year 2006/2007, the Training Program also created the following resources:

- Indian Child Welfare Act Handbook
- Children and Families Service Review PowerPoint Presentation
- Marketing Brochure
- Administrators Handbook
- Organizational Effectiveness Handbook
- New County Employee Packets

In Fiscal Year 2006/2007, the Training Program also developed videos to be used with specialized and related curricula:

- Faces of Meth for the 309 Drug and Alcohol Issues: An Introduction for Child Welfare Professionals
- Sexual Abuse Interviewing Video for 203 Sexual Abuse Series: Casework Process Treatment and Reunification
- Adult Mental Health video for the 308 Adult Mental Health Issues: An Introduction for Child Welfare Professionals
- Family Group Decision Making mock family conference video for 207: Introduction to Family Group Decision Making (FGDM) Part 2

The Training Program also produced videos for the following events:

- Pennsylvania Children and Youth Administrators Presentations (2)
- Independent Living Retreat
- Independent Living Yearbook
- Development of Trainer Presentations (8)
- Child Welfare Documentary for the University of Pennsylvania Film Contest

In all, 849 DVDs and 6,252 CDs were created, labeled, and cased to be distributed for various purposes across the state.

Administrators

In Fiscal Year 2006/2007, 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 quarterly meetings included:

- **Pennsylvania Children and Youth Administrators Quarterly Training Events**
 - ✓ 700 – Managing Unpopular Decisions
 - ✓ 701 – Connecting the Dots: Outcome and Continuous Quality Assurance
 - ✓ 704 – Integrated Budgets
 - ✓ 703 – Legal Issues to Consider in Making Hiring Decisions
- **Charting the Course for Administrators**
 - ✓ *Charting the Course Towards Permanency for Children in Pennsylvania: An Administrator's Overview*
- **Spring 2007 Leadership Academy Training Event**
 - ✓ 870 – Managed Care: The Basics
 - ✓ 870 – Managed Care: Trouble Shooting
 - ✓ 870 – Managed Care: A Panel Discussion

Transfer of Learning Materials and Tools

The Training Program utilizes its own *Ten Step Transfer of Learning Process* to provide structured activities for caseworkers and supervisors to work together in order to enhance the application of knowledge and skills learned in the classroom. The process written to correspond to an existing curriculum is known as a Transfer of Learning Package. A Transfer of Learning Package includes the following:

- ❖ Initial Visit with Supervisors
- ❖ Initial Visit with Caseworkers
- ❖ Pre-work
- ❖ Initial Training
- ❖ 30-Day Follow-Up Transfer of Learning Visit
- ❖ 60-Day Follow-Up Transfer of Learning Visit
- ❖ 90-Day “Booster Shot” Training
- ❖ 5-Month Follow-Up Transfer of Learning Visit
- ❖ 6-Month On-the-Job Assessment
- ❖ Closure Transfer of Learning Visit

During Fiscal Year 2006/2007, the Training Program also developed the following Transfer of Learning Packages:

- Engaging Absent Fathers
- Achieving Permanency for Children in Kinship Foster Care

Technical Assistance Materials and Tools

The Training Program develops individualized technical assistance plans for county Children and Youth Agencies, per the approval of the Office of Children, Youth, and Families, in a variety of Practice Improvement areas, which include but are not limited to Family Engagement, Integrated Children’s Services Plan, Independent Living, Organizational Effectiveness, Quality Services Review, Systems of Care, and Youth Engagement.

In Fiscal Year 2006/2007, the Training Program developed the following trainings, or resources for county Children and Youth Agencies:

- ❖ **Organizational Effectiveness**
 - Organizational Effectiveness Guide: A Resource for Technical Assistance and Consulting
- ❖ **Independent Living/Youth Engagement**
 - Assisted with the 2007 Independent Living Youth Retreat: Our Lives, Our Stories, Our Future. Adults and youth explored the

curriculum which was tied to the theme of the retreat: Our Lives, Our Stories, Our Future. Youth shared and discussed their experiences through different forms of expression such as poetry, art, and storyboards. They also discussed their futures and how to create plans to accomplish their goals and dreams. Approximately 120 youth and 85 staff attended the event.

❖ **Quality Service Review**

- The Training Program again provided two-day Quality Service Review training to prepare the review teams. The Training Program's role this year included more assistance to county Children and Youth Agencies with planning and preparing for the reviews. Since July 2006, the Training Program, in conjunction with the Office of Children, Youth and Families Regional Offices, also have conducted the second level of Quality Assurance throughout the review process. Hornby Zeller Associates continued to compile and analyze the data in reports issued to Office of Children, Youth, and Families and the counties.

TRAINER AND CONSULTANT RECRUITMENT, DEVELOPMENT, AND APPROVAL

Trainers

The Training Program uses a workshop model for most of its trainings. Trainers must have thorough knowledge of Pennsylvania Child Welfare practice, the *Pennsylvania Standards for Child Welfare Practice*, and the outcome measures from the Child and Family Services Review in the areas of safety, permanency, and well-being. Trainers must also be experienced with well-developed presentation, facilitation, and group process skills. All applicants go through a screening, interview, and assessment process according to Training Program standards. In addition, participants for each workshop evaluate the trainer's performance utilizing the Training Program's workshop evaluation form, and Training Program staff conducts observations and evaluations on all trainers in order to ensure quality.

The Development of Trainers training provides new trainers with an understanding of the adult learning theory, as well as its importance to the delivery of training, and supports the development of platform skills in new trainers. In Fiscal Year 2006/2007, the Training Program conducted three Development of Trainer sessions for contracted trainers, as well as individuals from Private Provider Agencies. As a result, 63 new contracted trainers were brought into the Training Program resulting in a total of 280 contracted trainers for the Training Program.

The Training Program also completed 26 first-time trainer observations and 42 technical assistances through Fiscal Year 2006/2007.

A Training on Content is held for approved trainers to review the content, sequencing, timing, activities, key learning points, facilitation issues, and training aids of a new curriculum. In Fiscal Year 2006/2007, a total of 51 Training on Content sessions were conducted for the following curricula:

- The Intake and Investigation Process
- Charting the Course Towards Permanency for Children and Families: Modules 1 through 15
- Achieving Permanency for Children through Kinship Foster Care
- Achieving Permanency for Children through Kinship Foster Care: Transfer of Learning Package
- Adult Mental Health Issues: An Introduction for Child Welfare Professionals
- Domestic Violence Issues: An Introduction for Child Welfare Professionals
- Overview of Child Welfare and Fiscal
- Safety Assessment
- Legal Issues – Training Series
- Drug and Alcohol Issues
- Leadership CORE
- Family Group Decision Making Parts 1 and 2
- Engaging Clients from a Strength-Based, Solution-Focused Perspective

Consultants

The Training Program utilizes 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 the outcome measures from the Children and Family Services Review in the areas of safety, permanence, and well-being. Consultants must also be experienced with well-developed presentation, facilitation, and group process skills.

In Fiscal Year 2006/2007, the Training Program revised and implemented a consultant interviewing, selection, and assessment process. The Training Program also finalized the Development of Consultants training. The Development of Consultants prepares prospective consultants for assignments in county Children and Youth Agencies that have requested technical assistance. By attending the Development of Consultants, consultants will be able to:

- ❖ Know the role of a Child Welfare consultant;
- ❖ Describe the Organizational Effectiveness processes, and framework used to enhance Child Welfare organizations;
- ❖ Describe the basics of Pennsylvania's major initiatives (including Systems of Care and Family Group Decision Making), and programs that may need the guidance of consultants in county Children and Youth Agencies; and
- ❖ Discuss basic legal underpinnings of the Child Welfare system, as well as how the Children and Families Services Review impact the Child Welfare practice in Pennsylvania.

In Fiscal Year 2006/2007, the Training Program completed Development of Consultant Training and began contracting with 15 new consultants.

COORDINATE, MARKET, AND DELIVER TRAINING, TRANSFER OF LEARNING, AND TECHNICAL ASSISTANCE

The Training Program offers training, transfer of learning, and technical assistance to Child Welfare Professionals, as well as county Children and Youth Agencies. These services are made available at the local level in order to ensure that the unique needs of county Children and Youth Agencies are being met. Quality assurance is maintained in products that are developed through a centralized development processes.

Training

Training is designed to provide Child Welfare Professionals with the attitude, knowledge, and skills necessary to provide quality services related to the protection of abused and neglected children and to stabilizing families.

In Fiscal Year 2006/2007, the Training Program delivered 1,455 workshops consisting of 2,261 days of training. A total of 24,264 participants attended training with 6,082 Child Welfare Professionals receiving at least one day of training.

Following is a listing of the Foundation Skills and Specialized and Related trainings offered in Training calendars during Fiscal Year 2006/2007:

❖ **Foundation Skills**

<u>TRAININGS FOR CHILD WELFARE PROFESSIONALS</u>	<u>WORKSHOPS HELD</u>
CORE 100	25
CORE 101	21
CORE 102	18
CORE 103	20
CORE 104	15
CORE 105	18
CORE 106	23
CORE 107	16
CORE 108	17
<i>Charting the Course Towards Permanency for Children and Families (includes all 15 Modules)</i>	253
<i>500 CORE: Supervisory Skills for Managing Behavior</i>	11
<i>500 CORE: Supervisory Skills for Managing for Results</i>	7
<i>501 Living the Mission of Child Welfare</i>	4
<i>521 CORE: Coaching for Excellence in Practice</i>	9
<i>533 CORE: Transfer of Learning: The Supervisor's Role in Developing Staff</i>	10
<i>533 The Preparatory and Beginning Phases of Child Welfare Supervision</i>	6
<i>543 CORE: Managing Diversity</i>	10
<i>501 Leadership Academy: Foundations of Leadership</i>	2

❖ **Specialized and Related**

<u>TRAININGS FOR CHILD WELFARE PROFESSIONALS</u>	<u>WORKSHOPS HELD</u>
<i>201 Termination of Parental Rights: A Look at the Adoption Law</i>	1
<i>201 Preparing Children for Adoption</i>	2
<i>202 Adolescent Pregnancy</i>	2
<i>202 Truancy Prevention and Intervention</i>	3
<i>202 Adolescent Issues</i>	2
<i>202 Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in the Child Welfare System</i>	4
<i>202 At-Risk Youth</i>	5
<i>202 Interviewing Adolescents Exhibiting Oppositional/Defiant Behaviors</i>	2
<i>202 Working with Adolescents: Juvenile Sex Offenders</i>	11
<i>203 Managing the Sexually Abused Child</i>	1
<i>203 Preparing the Child Witness in Sexual Abuse Cases</i>	2

203 Children's Memory and Suggestibility	2
203 Sexual Abuse Issues: An Introduction for Child Welfare Professionals	6
203 Sexual Abuse Indicators and Interviewing Children	1
203 Sexuality of Children: Healthy Sexual Behaviors and Behaviors Which Cause Concern	11
203 Overview of Child Sexual Abuse	16
203 Investigate Interviewing in Child Sexual Abuse Cases	12
204 PA Risk Assessment: A Closer Look at the Factors	5
204 PA Risk Assessment: A Closer Look at the Factors and the Summary	12
204 Using Kinesic Interviewing Skills in Intake and Investigation	1
204 The Intake and Investigation Process	2
204 Interviewing and Documentation Skills	4
204 Safety Assessment Training (6 Hours)	50
204 Safety Assessment Training (12 Hours)	18
205 Act 151, Update Effective July 1, 1997, General Protective Services	2
205 Act 151: Legal Update	2
205 ASFA II – Meeting ASFA Requirements in the Courtroom	4
204 Safety, Permanence, and Well-being: Legal Mandates in Pennsylvania Overview	7
205 Safety, Permanency, and Well-Being: Legal Mandates in Pennsylvania, The Child Protective Services Law	5
205 Safety, Permanency and Well-Being: Legal Mandates in Pennsylvania, The Juvenile Act and Going to Court	4
205 The Caseworker in the Courtroom: Preparing and Presenting a Child Welfare Case in Court	1
205 Adoption and Safe Families Act	3
205 Liability and Risk Management in Child Welfare Services	5
206 Effective Parenting, Especially for Fathers	1
207 Introduction to Family Group Decision Making (Part 2) (Pilot)	3
207 Introduction to Family Group Decision Making (Part 1) (Pilot)	3
207 Introduction to Family Group Decision Making (Part 2)	2
207 Introduction to Family Group Decision Making (Part 1)	2
208 Achieving Permanency for Children in Kinship Foster Care	5
209 Permanency Through Family Services Planning in the 21 st Century (DHS Only)	17
209 Family Reunification and Case Closure in Child Sexual Abuse Cases	11
209 Family Reunification Visitation	5
301 Interviewing Skills Reinforcement	1
301 Effective Interviewing: Skills for Promoting Engagement and Change	7
301 Reality Therapy I	3
301 Working with Involuntary and Hostile Clients	2
301 Reality Therapy II	2

302 Promoting Resiliency in Children and Their Families	1
303 Childhood Mental Health Issues: An Introduction for Child Welfare Professionals	10
303 Reactive Attachment Disorder in Children and Adolescents	2
303 Casework with Children: Overview of Mental Health Disorders in Children and Adolescents	1
303 Depression and Suicide in Children and Adolescents	1
303 Casework with Children: Delinquency, Substance Abuse and Early Sexual Activity in Children and Adolescents	4
303 Casework with Children: Schizophrenia and Autism Spectrum Disorders in Children and Adolescents	1
303 Interviewing Children for Abuse	3
303 You Can't Make Me: Strategies for Challenging Behaviors	1
303 Understanding Reactive Attachment Disorder in Children and Adolescents	1
305 Parenting Children Birth to Three	1
305 Practical Parenting for School Age Children (6-11 years)	1
305 Practical Parenting for Adolescents (12-17 years)	3
305 Parenting the Child Who Has Been Abused	1
305 Engaging Absent Fathers	7
306 Teamwork: Together We Can	2
306 The Mental Health Procedures Act and its Connection to Casework Practice in Child Welfare	2
307 Understanding Subculture Language	1
308 Adult Mental Health Issues: An Introduction for Child Welfare Professionals	7
308 Adult Psychopathology: An Overview (Part 1)	1
308 Adult Psychopathology: An Overview (Part II)	1
309 An Introduction to Substance Abuse for Child Welfare Professionals	3
309 Identifying and Understanding Drug Paraphernalia and Routes of Ingestion	3
309 Sex and Drugs: Dual Companions	1
309 Assessment, Case Planning, and Service Provision for Substance Abusing Families	2
309 Heroin	7
309 Relapse Prevention Education	2
309 Methamphetamine	8
309 Drug and Alcohol Issues: An Introduction for Child Welfare Professionals	5
309 The Cocaine Phenomena	5
309 Refusal Skills: A Relapse Prevention Perspective	3
309 Understanding Drug and Alcohol Relapse	2
310 Family Violence: Identification, Intervention, and Prevention	3
310 What's Love Got To Do With It	1
310 Domestic Violence Issues: An Introduction for Child Welfare Professionals	10
313 Vicarious Traumatization of Child Welfare Professionals in Case Management and Supervision	6

315 <i>Writing Skills for Case Documentation</i>	1
316 <i>HIV/AIDS</i>	2
316 <i>Meeting the Needs of Medically Complex Children</i>	2
316 <i>Loss, Grief, Dying, Death, AIDS, and the Substance Abuser</i>	1
400 <i>Basic Safety for Caseworkers</i>	8
400 <i>Personal Safety</i>	1
400 <i>When Trauma or Death Occurs in Child Welfare: Ways of Supporting Staff and Clients and Promoting Learning</i>	2
411 <i>Overview of Child Welfare and Fiscal</i>	4
411 <i>Act 148 Invoicing</i>	2
501 <i>Charting The Course: Supervisory Overlay</i>	30
503 <i>Solution-Focused Supervision: Transfer of Learning 30 Day Support Session</i>	1
503 <i>Solution-Focused Supervision: Transfer of Learning 60 Day Support Session</i>	1
521 <i>Coaching Grammar and Case Documentation</i>	2
521 <i>Family Group Decision Making: A System of Care Model</i>	2
521 <i>Making Outcomes Management Work</i>	2
522 <i>Supervisory Issues in Child Sexual Abuse</i>	1
538 <i>Developing High Functioning Teams Through Understanding Self and Others</i>	1
709 <i>Considering the Diversity Factor in Training: A Trainer's Handbook</i>	1
910 <i>Being a Part of the Permanency Planning Team (Foster Parent Scope)</i>	1
911 <i>Foster Parenting and Child Development</i>	1
911 <i>The Effects of Abuse on Children (Conversion)</i>	1
913 <i>Discipline Methods and Motives (Foster Parent Scope)</i>	2
913 <i>Enhancing the Self Concept of Children (Foster Parent Scope)</i>	2
914 <i>The Foster Parents' Role in Visitation and Reunification (Conversion)</i>	1
915 <i>Managing Personal Anger (Foster Parent Scope)</i>	1
920 <i>Adoption and Safe Families Act (ASFA) for Foster Parents</i>	5
920 <i>Foster Family Legal Training (Conversion)</i>	1
920 <i>The Adoption Dilemma: To Adopt or Not To Adopt (Foster Parent Scope)</i>	1
921 <i>Coping with Challenging Behaviors in Children and Adolescents</i>	1
921 <i>Depression and Suicide in Foster Children and Adolescents (Conversion)</i>	1
921 <i>Managing Anger and Destructiveness in Children (Foster Parent Scope)</i>	2
921 <i>Recognizing Common Emotional and Behavioral Disorders of Children</i>	2
921 <i>Schizophrenia/Autism Spectrum Disorders (Conversion)</i>	1
921 <i>The Truth About Lying (Foster Parent Scope)</i>	1
921 <i>Working with Children and Youth Who Have Emotional Problems</i>	1
921 <i>Anxiety and Related Disorders in Foster Children and Adolescents (Conversion)</i>	1

<i>927 Practical Parenting for Adolescents (12-17 Years)</i>	1
<i>933 Combating Stress in Foster Parenting (Foster Parent Scope)</i>	1
<i>934 Sexuality of Children: Healthy Sexual Behaviors and Behaviors Which Cause Concern</i>	1

Transfer of Learning and Technical Assistance

The Training Program provides individualized transfer of learning and technical assistance to county Children and Youth Agencies, per the approval of the Office of Children, Families and Youth, through facilitation, meetings with management, coaching, or working with family groups.

In Fiscal Year 2006/2007, the Training Program provided 2,318 hours of on-site transfer of learning and technical assistance for 63 county Children and Youth Agencies in the following Practice Improvement areas:

❖ Case Weighting

Case Weighting is a systematic approach to assessing families based on current need and expected use of caseworker time for the future. An accurate assessment of caseworker time usage allows supervisors to understand the time based needs of their caseworkers when assigning cases and matching caseworkers up with families requiring services.

❖ Concurrent Planning

Concurrent Planning includes the development of a contingency or back-up permanency plan for the child at the time of placement in the event that reunification cannot be achieved.

❖ Family Engagement

Family Engagement practices empower families to make well-informed decisions and plans to keep their children safe and to ensure the formation of life-long relationships with their families, in whatever way they define family, and their communities. These practices are underscored by the basic principle that the inherent strengths of families and their resources can be engaged to respond to the safety, permanence, and well-being needs of children. Effective family engagement begins with the formation of a collaborative partnership with families, communities, and all helping agencies within each community. Once formed, the collaborative partnership guides the development of a vision and mission, assessment of involved organizations, and strategic planning for change and implementation. One Family Engagement practice that is growing in Pennsylvania is Family Group Decision Making.

❖ Independent Living

Independent Living Programs exist in each county of Pennsylvania to prepare and support youth in foster care to successfully transition from the

substitute care system and to maximize their potential as members of the community. This transition requires significant support, which can only occur through collaborative efforts across services, systems, and with the involvement of key stakeholders.

❖ **Integrated Children's Services Plan**

Integrated Children's Services Plan is a way of providing services that is inclusive of families, county Children and Youth Agencies, community partners, and helping agencies who work together to provide culturally competent and coordinated support and services that are child-centered and family-focused for all children, youth, and families. To build an integrated system, collaborative partners, including families and youth, must first look to the services and functions provided within each agency and then work to build those services and functions into one comprehensive system. Supporting the integration of services which touch the lives of children and families across Pennsylvania, involved organizational and systems assessment, strategic planning for integration, and communication planning. Integrated Children's Services Plan often dovetails with Systems of Care.

❖ **Mentored Visitation**

Mentored Visitation improves parents' likelihood of transferring new parenting knowledge and skill during actual visits by partnering them with a mentor who offers feedback on their performance during visitation. Current research shows that outcomes improve for children involved in the Child Welfare system when parents are offered "hands on" services as opposed to traditional clinical or classroom services/education.

❖ **Organizational Effectiveness**

Organizational Effectiveness provides a framework for a systemic and dynamic approach to improving an organization's capacity for performance. Organizational Effectiveness underscores the importance of viewing an organization through its operations, key processes, systems and strategies. Effective change management begins with the engagement of upper and middle managers within an organization and extends to all of its members. Once on board, the team assesses the agency need; it evaluates change, anchors new approaches within the agency culture, and guides strategic planning for continued change and implementation of best practices.

❖ **Quality Services Review**

Quality Services Reviews provide a means to assess the quality of casework practice. The reviews being used in Pennsylvania are patterned after the Child and Family Services Review established by the Federal Administration for Children and Families. The Quality Service Reviews are designed to help improve Child Welfare services and the outcomes for

children, youth, and families who receive services by identifying strengths and needs within county Children and Youth Agency programs, as well as areas where technical assistance can lead to program improvements.

❖ **Risk and Safety Assessment**

Risk and Safety Assessments are a primary responsibility of all Child Welfare staff and is a crucial skill in successfully working with children and their families. Being able to accurately assess risk to a child may save a child's life. Being able to accurately assess safety threats and indicators may allow a plan to be developed that will allow a child to safely remain in their own home. The Department of Public Welfare has created specific protocols for risk and safety assessment that, when followed correctly, will facilitate a complete, strength-based, and valuable assessment that will serve as a baseline of information for safety and service planning. By being completely familiar with the required process for risk and safety assessment, Child Welfare staff will be equipped to perform their job fully and ultimately improve outcomes for children and families.

❖ **Systems of Care**

Systems of Care is a synchronized network of families, communities, and helping agencies working together to provide culturally competent and coordinated support and services that are child-centered and family-focused for all children, youth, and families. To build a Systems of Care network, collaborative partners, including families and youth, must first look to the services and functions provided within each agency and then work to build those services and functions into one comprehensive system. Supporting the Systems of Care effort across Pennsylvania involves organizational and systems assessment, strategic planning for integration, and communication planning. In Pennsylvania, Systems of Care is closely tied to Integrated Children's Service Planning.

❖ **Transfer of Learning**

Transfer of Learning Support Sessions includes activities designed to enhance the transfer of knowledge and skills from training to the job, promote knowledge and skill development of Child Welfare Professionals, and support effective learning. Transfer of Learning Support Sessions are implemented through a partnership between Training Program staff, county Children and Youth Agency representatives (i.e. supervisors and administrators), and trainees.

❖ **Youth Engagement**

Youth Engagement practices empower youth and young adults to reach their fullest potential and convey the strengths and value that all youth possess. In addition, these practices encourage youth and young adults

to be active participants in the individual and system level decisions that impact their lives. Engaging youth and young adults provides invaluable feedback not only for individualized planning, but for evaluating and improving the array of Independent Living services and supports that aid in their transition to adulthood. Effectively engaging youth begins with actively listening to them, and acknowledging that their perspectives are critical to the system that exists to protect and seek their best interests. To aid Youth Engagement efforts in Pennsylvania, the Training Program began employing student interns in Fiscal Year 2005/2006. The purpose of including student interns on staff was to provide a youth perspective, as well as the opportunity to voice youth-related issues and concerns, in the development and implementation of Training Program products and services.

<u>TRANSFER OF LEARNING AND TECHNICAL ASSISTANCE PROVIDED FOR COUNTY CHILDREN AND YOUTH AGENCIES</u>	<u>TOTAL HOURS</u>
<i>Case Weighting</i>	34
<i>Concurrent Planning</i>	148
<i>Family Engagement</i>	210
<i>Independent Living</i>	448
<i>Integrated Children's Services Plan</i>	119
<i>Mentored Visitation</i>	36
<i>Organizational Effectiveness</i>	540
<i>Quality Services Review</i>	552
<i>Risk and Safety Assessment</i>	61
<i>Systems of Care</i>	129
<i>Teaching Transfer of Learning</i>	24
<i>Voluntary Placement Agreement Practice Planning</i>	16
<i>Youth Engagement</i>	4

In Fiscal Year 2006/2007, the Training Program also provided or assisted in the delivery of the following regional and statewide opportunities:

- ❖ Six Statewide Adoption and Permanency Network (SWAN) and Independent Living Regional meetings during Fall 2006 (650 individuals attended – inclusive of public and private Independent Living staff, state representatives, and SWAN affiliates) – collaborated with SWAN's prime contractor, Diakon Family Design Resources, to provide these events
- ❖ One SWAN Statewide Meeting during Winter 2007
- ❖ Four Youth Advisory Board Statewide Meetings
- ❖ Four Youth Advisory Board Southwestern meetings (85 individuals attended inclusive of Independent Living staff and youth)
- ❖ Two Youth Advisory Board Northwestern Meetings (45 individuals attended inclusive of Independent Living staff and youth)
- ❖ Supervisory Training Event in Fall 2006 entitled "Project Supervision: Tools and Strategies to Support Child Welfare Practice" (individuals who attended are inclusive of public, private, and state representatives) – collaborated with the Supervisory Training Advisory Group to provide these trainings
- ❖ Supervisory Training Event in Spring 2007 entitled "Coaching for Best Practice in Supervision" (individuals who attended are inclusive of public, private, and state representatives) – collaborated with the Supervisory Training Advisory Group to provide these trainings.

- ❖ The Annual Diversity Task Force Training Event entitled “Engaging Fathers to Promote Permanency: The Other Part of Me” held on April 26, 2007
- ❖ The Leadership Academy Training Event entitled “Well Being and the Managed Care Partnership” held on May 9, 2007
- ❖ Six SWAN and Independent Living Regional Meetings during Spring 2007
- ❖ Provided 135 SAT Waivers and 415 College Fee Waivers to Independent Living youth through the Independent Living Project’s SAT and College Fee Waiver Program
- ❖ Interviewed substitute care youth from 30 county Children and Youth Agencies for the purpose of evaluating the effectiveness of Independent Living and Child Welfare services aimed at aiding youth in transition. These interviews were done as part of the annual Independent Living site visits/reviews. In addition, conducted approximately eight focus groups with youth as part of the Child and Family Services Review process to incorporate youth feedback into the Statewide Self Assessment.

Continuing Education Credit for Social Workers

Continuing its collaboration with the University of Pittsburgh, School of Social Work, the Training Program offers Continuing Education credits for Licensed Social Workers. In addition, to Licensed Social Workers credits, the Training Program also gives credits for Licensed Clinical Social Workers, Licensed Professional Counselors, and Licensed Marriage and Family Therapists.

In Fiscal Year 2006/2007, the Training Program awarded over 8,500 Professional Continuing Educations credit hours to over 750 participants.

In addition, the Training Program collaborated with the following organizations to provide Continuing Education credits for their training events:

- Center for Schools and Communities – Processed requests for eight individuals participating in one training opportunity
- Pennsylvania Family Support Alliance – Processed requests for 27 individuals participating in 5 training opportunities

COMMUNICATION, COLLABORATION, AND QUALITY ASSURANCE WITH KEY STAKEHOLDERS

The Training Program utilizes a comprehensive approach, which includes communication, collaboration, and quality assurance with key stakeholders, for the development of curriculum, delivery of training, transfer of learning, technical assistance, and on-going review of the Training Program’s success. One component of this approach is the establishment of Quality Assurance Committees, Advisory Groups, and Project Teams. In addition, the Training Program continually solicits feedback through regular contact with county

Children and Youth Agencies, the Department of Public Welfare, and Private Provider Agencies.

In Fiscal Year 2006/2007, the Training Program held five Quality Assurance Committees on the following topic areas and curricula:

- *411: Service Provider Contracting – Strategies to Empower Families Experiencing Domestic Violence*
- *311: Family Group Decision Making with Domestic Violence Families*
- *209: Interstate Compact for Children in Placement*
- *202: Adolescent Issues: Risk, Resiliency and Positive Youth Development*
- *209: Integrating Concurrent Planning into Child Welfare Practice*

In Fiscal Year 2006/2007, Quality Assurance Committees, 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, Department of Public Welfare, and the Training Program, as well as trainers, and foster parents. In Fiscal Year 2006/2007, the Diversity Task Force offered its annual training event, “Engaging Fathers to Promote Permanency: The Other Part of Me”. The workshops for this event were designed to raise awareness of the safety, permanency, and well-being issues that must be planned for when ensuring permanency for children, as well as provided an opportunity to discuss the critical issues of permanency and the engagement of fathers during the permanency process for children. The Diversity Task Force also continued to provide recommendations to support the inclusion of diversity in all training materials and curricula.

❖ **Independent Living Advisory Board**

The Independent Living Training and Technical Assistance Quality Assurance Committee provides input into the training and technical assistance needs of Independent Living programs and staff, assists in the development of Independent Living curricula, and plans the implementation of appropriate training opportunities.

❖ **Leadership Quality Assurance Committee**

The Leadership Quality Assurance Committee is a collaborative effort of the Pennsylvania Children and Youth Administrators, Department of Public Welfare, and the Training Program. During Fiscal Year 2006/2007, the Leadership Quality Assurance Committee continued to develop the components of an administrator certificate program, as well as identifying topic areas to be trained at the PCYA Quarterly Meetings. The

Leadership Quality Assurance Committee also planned the Leadership Academy Training Event.

❖ **Supervisor Training Advisory Group**

The Supervisory Training Advisory Group is responsible for assisting in the development of the agenda for the Supervisory Training Events, as well as identifying the topic areas of additional standard workshops to be developed for supervisors. In Fiscal Year 2006/2007, the Supervisor Training Advisory Group provided guidance and leadership in the development of the Fall 2006 and the Spring 2007 Supervisor Training Events.

❖ **Consultant and Trainer Advisory Group**

The Consultant and Trainer Advisory Group was formed in response to the need to provide consultants and trainers with increased communication with the Training Program. The Consultant and Trainer Advisory Group works to increase professional development opportunities for Consultants and Trainers and promotes 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.

In addition, the Training Program participated on the following statewide committees:

- ❖ Best Practices Website Committee
- ❖ Child and Adolescent Service System Program Advisory Committee
- ❖ Family Group Decision Making Leadership and Implementation Teams and sub-Committees
- ❖ Fiscal Workgroup
- ❖ Integrated Children's Services Plan Stakeholders Advisory Committee
- ❖ IV-B Planning Committee
- ❖ Recruitment and Retention Committee
- ❖ Risk Assessment Task Force and sub-Committees
- ❖ Statewide Adoption and Permanency Network Advisory Committee
- ❖ Statewide Quality Assurance Committee
- ❖ Systems of Care Management Team
- ❖ Children and Family Services Review Steering Committee

In addition, the Training Program accomplished the following during Fiscal Year 2006/2007:

- ❖ Participated in the development of a new Safety Assessment tool and curriculum for the Department of Public Welfare and Philadelphia
- ❖ Produced and distributed four editions of the *Trainer and Consultant Palette* a newsletter for trainers and consultants

- ❖ Produced and distributed the monthly newsletter, *County Connection*, to county Children and Youth Agency Training Liaisons and Administrators
- ❖ Produced and distributed the email resource updates for cross-systems partners, the Pennsylvania State Resource Family Association, and SWAN affiliates
- ❖ Wrote articles for *SWAN Network News*

COMPUTER SUPPORT, APPLICATION DEVELOPMENT, AND REPORTING

The Training Program has expanded its technology capacity over the years to create a system that includes computer support, application development, and reporting for staff, as well as key stakeholders. The Training Program provides day-to-day administration, maintenance, and support of computer systems and networks. Its application development capabilities include analysis, design, development, testing, and implementation of applications, as well as website management. In addition, data is collected and reported regarding all Training Program activities using computerized databases and other Management Information Systems.

In Fiscal Year 2006/2007, the Training Program resolved approximately 223 Help Desk Tickets, provided network and infrastructure support for its staff, and provided on-site computer assistance to approximately 243 on-site functions. In addition, an instructional video demonstrating how to use the equipment in a training room was developed for trainers.

In Fiscal Year 2006/2007, the Training Program also developed or revised the following application to assist staff, as well as county Children and Youth Agencies with Practice Improvement efforts:

- ❖ **Case Weighting System:** This resource was improved for Berks County Children and Youth Agency and updated as a tool that supervisors in the Placement Unit could utilize to assign cases and monitor staff caseloads.

Regarding website development, the Training Program continued to add useful materials to its website, as well as provide a valuable resource to its customers by maintaining accurate and timely information.

In Fiscal Year 2006/2007, the Training Program completed development of its data system, Encompass. Encompass was designed to be able to maintain the additional transfer of learning and technical assistance components, as well as offer increased reporting functionality above our previous system (STARS). Forty-six counties received specialized training in using Encompass during the past fiscal year.

CERTIFICATION

The Training Program offers Core curricula, including Traditional CORE, *Charting the Course Towards Permanency for Children in Pennsylvania*, and the Supervisory Training Series, to ensure that all county Children and Youth Agency Direct Service Workers and Supervisors complete certification training requirements within 18 months of hire/promotion.

The Core curricula for direct service workers and supervisors have been developed to ensure uniform training of the foundation level competencies. These curricula are also organized around the goals of the Child Welfare system and are consistent with the *Pennsylvania Standards for Child Welfare Practice* and outcomes from the Child and Family Services Review.

In Fiscal Year 2006/2007, a total of 173 workshops of Traditional CORE training, and over 250 days of *Charting the Course* were offered throughout the state to assist county Children and Youth Agency Direct Service Workers and Supervisors with meeting certification training requirements. A total of 204 direct service workers and 45 supervisors completed certification during Fiscal Year 2006/2007.

RESEARCH AND EVALUATION

The Training Program's Research and Evaluation efforts include the following:

- ❖ Measuring and assessing individual's knowledge, skills, and values acquisition from training;
- ❖ Providing feedback for revisions to curricula;
- ❖ Taking evaluation of training beyond the Level 1 (i.e. participant perception) evaluation;
- ❖ Evaluating impact of training on achievement of agency goals, desired client level outcomes and community goals; and
- ❖ Tracking impact of training on trainee knowledge acquisition and comprehension as well as skill acquisition.

In addition, the Training Program continued embedded evaluations of Risk Assessment, Family Service Planning, and Interactional Helping Skills utilized during the *Charting the Course*. The data collected from the embedded evaluations will provide the Training Program with information to assess content and delivery revisions.

In Fiscal Year 2006/2007, the Training Program also assisted in the development of the following research and evaluation resources:

- ❖ *Transfer of Learning Assessment Tool*: This tool was created for the *Achieving Permanency for Children in Kinship Foster Care: Transfer of Learning Package* curriculum and designed to collect quantitative data around learning objectives for this specific Transfer of Learning Package.
- ❖ *Case Studies*: This systematic examination is being developed to follow participants through *Charting the Course*
- ❖ *Consultant Performance Evaluation*: This tool was created to evaluate a consultant's skills, not the service or the content, of the service provided.

AWARDS

In Fiscal Year 2006/2007, the Training Program was selected for:

2006 Adoption Excellence Award along with Pennsylvania Statewide Adoption and Permanency Network (SWAN) – Category: Increased Adoptions of Older Children

Selected by the Children's Bureau to participate in the Child Welfare Training Systems Symposium – August 2006, Denver, Colorado

The Documentary Film Festival, Field Center for Children's Rights, Policy, and Practice; University of Pennsylvania; Honorable Mention

SHARING OUR KNOWLEDGE WITH OTHERS

National Events

National Staff Development and Training Association – 19th Annual Professional Development Institute Learning Opportunities Program – Twin Challenges: Transitions and Partnerships – September 10-13, 2006, Minneapolis, Minnesota

- ❖ Presented Organizational Effectiveness Work with County Child Welfare Agencies
 - Jerry Sopko and Deborah Mock
- ❖ Presented Transfer of Learning Packages: A Ten-Step Process
 - Maryann Marchi and Karen Ostrander
- ❖ Presented Collaborative Training Event Planning
 - Vernatta Jones and Karen Ostrander
- ❖ Served on the National Staff Development and Training Association Board
 - Kathy Jones Kelley

American Humane Association's Family Group Decision Making Conference – June 6-9, 2007, Washington, DC

- ❖ Presented Building the Capacity of FGDM Coordinators and Facilitators through Skill-Based Training
 - Christina Fatzinger and Jana Hitchcock

The 14th Annual Permanency Conference “Lifetime Connections: Designing Blueprints for Success” – July 12-14, 2006, Harrisburg, PA

- ❖ Presented Plan A and Plan B: Concurrent Planning in Child Welfare Practice
 - Laura Borish
- ❖ Presented Implementing Family Group Decision Making as a Collaborative Practice
 - Debbie Mock and Wendy Unger

Juvenile Court Judges Commission Conference - The 2006 Pennsylvania Conference on Juvenile Justice – November 1-3, 2006, Harrisburg, Pennsylvania

- ❖ Presented Using Family Group Decision Making in Juvenile Delinquency Cases
 - Christina Fatzinger – The Training Program with Randie Yeager-Marker – Dauphin County Juvenile Probation

A LOOK TO THE FUTURE...

Since its inception in 1992, the Training Program has strived to deliver quality training to those working in the Child Welfare system and to support the on-going development of a competent and committed workforce. In 2001, the Training Program expanded its services beyond classroom training to include on-site support for county Children and Youth Agencies in transfer of learning and organizational development. The provision of these new services strengthened our commitment to the on-going development of Pennsylvania's Child Welfare system.

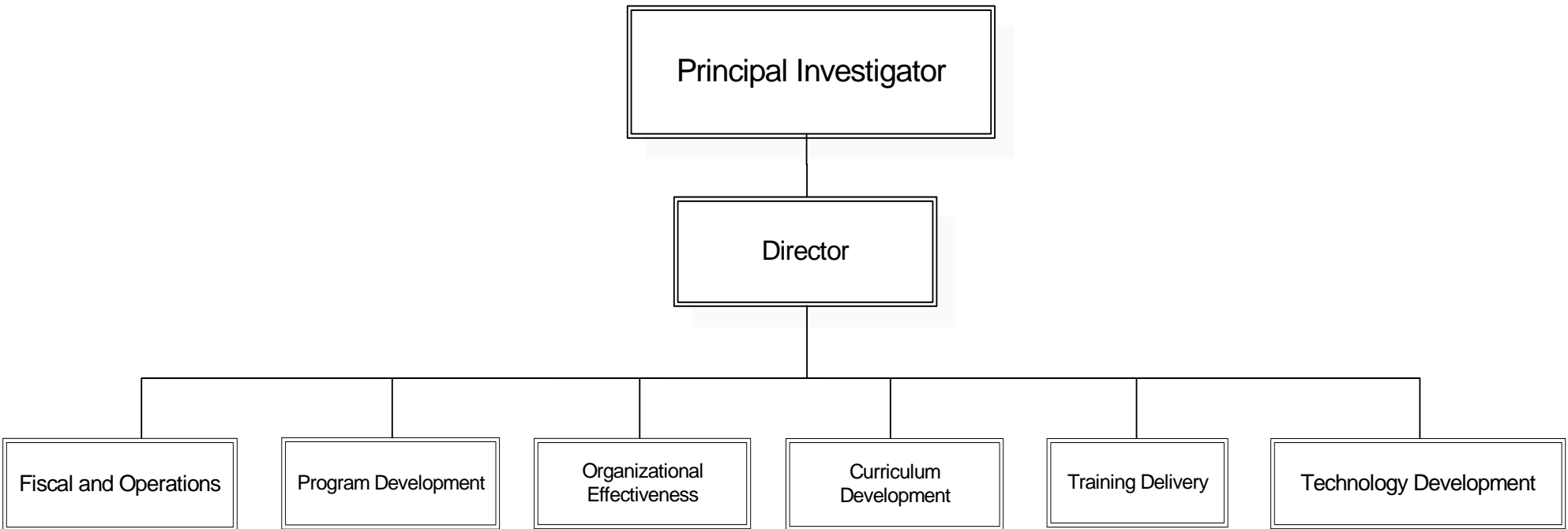
It is the goal of the Training Program to continue to unify its structure to achieve coordination, collaboration, and integration within all of its departments. This vision will be implemented through shared leadership in the planning and implementation of the Training Program between the University of Pittsburgh, Department of Public Welfare, and Pennsylvania Children and Youth Administrators Association. County Children and Youth Agencies will be engaged in planning and development through the work of Training Program staff. The Training Program will continue to engage key stakeholders from the state and local level in establishing and implementing quality assurance measures and standards of operation in the development of its products and

services and resource utilization that directly support the needs of the county Children and Youth Agencies. As the Training Program implements its Strategic Plan, continuous feedback will be obtained from the Department of Public Welfare and county Children and Youth Agencies to allow us to chart its progress, measure its successes, and sustain efforts to deliver quality training, transfer of learning, and technical assistance to county Children and Youth Agencies.

As we look to our future, the Training Program will build on its strengths and take time to think critically and strategically as to how best support county Children and Youth Agencies through training, transfer of learning, and technical assistance. The participation and support of key stakeholders in the development and implementation of a strategic plan is critical to ensuring the highest quality services to Pennsylvania's most vulnerable children and families.

APPENDIX

The Pennsylvania Child Welfare Training Program



The Pennsylvania Child Welfare Training Center



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

Vince Lombardi

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

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