"The test of morality of a society is what it does for its children"

-DIETRICH BONHOEFFER
“The achievements of an organization are the result of the combined effort of each individual.”

Vince Lombardi
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The Pennsylvania Child Welfare Training Program had an exceptionally rewarding year! The Training Program educated 1,843 caseworkers entering the field of child welfare. Finally, the Training program provided over 4,437 hours of specialized and related training to caseworkers, supervisors, youth, foster parents, and private providers. The Training Program continued to support systemic activities intended to positively impact the Commonwealth. One of these activities is centered on the Federal Child and Family Services Review (CFSR). As part of this effort, Pennsylvania’s child welfare stakeholders committed to an ambitious and meaningful Program Improvement Plan (PIP) to improve outcomes for children and families. As a partner in this effort, the Training Program played a vital role in the plan’s implementation and monitoring. The Training Program continued to support and implement Pennsylvania’s sentinel approach for facilitating change in the system: Continuous Quality Improvement (CQI). This effort is being phased in across the Commonwealth and the first phase included 6 counties, which represented over 50 percent of the total child welfare population. The Training Program fulfills many of the roles within the project including; site lead, reviewer, co-project manager, and facilitator. In partnership with the American Public Human Services Association (APHSA), fiscal year 2010/2011 also included enhanced organizational effectiveness efforts through implementation of the DAPIM™ model across Pennsylvania. Several counties have already institutionalized different components of the process, which is a key goal of the work.

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 2010, the Retreat, C.H.A.N.G. E. (Confidence, Hope, Achieve, Navigate, Goals, Endurance) was held the week of August 9-13th, on the University of Pittsburgh’s Johnstown campus with over 110 youth and 80 staff attending.

We are pleased to report that the Training Program has continued and expanded its development and delivery of curriculum and transfer of learning activities into an online format. By providing quality online training opportunities to child welfare professionals we have sought to ease their concerns regarding time and travel constraints. To provide our participants the best possible online learning experience we have acquired a cutting edge learning management system and software to support the production of creative and informative online programming and curriculum. To ensure its delivery to our participants, a considerable investment has been made in purchasing the necessary hardware and equipment to support this endeavor.

A particular online curriculum innovation includes the development of a three course certification series entitled Child Advocacy Studies (CAST). The first course consisting of 15 three hour modules will be piloted in the fall 2011. A statewide roll-out will follow shortly thereafter. The focus of this curriculum will be on developing child welfare practitioners and related professionals from a multidisciplinary and culturally competent perspective on the history and various factors that lead to child maltreatment. The overarching goal is to prepare practitioners to carry out the work of various agencies and child-serving systems as they advocate on behalf of children who have experienced maltreatment. Critical thinking concepts are incorporated throughout the curriculum which will include activities, assignments and a monitored discussion board.

The Training Program would like to thank our system partners and child welfare staff for your commitment, collaboration, and dedication. Our work and successes are only possible through this partnership. We hope you find this year’s report helpful in capturing the work and setting the path for a better child welfare system.
**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 Program Improvement Plan (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). 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 2010/2011

During FY 2010/2011, 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

The Training Program received surveys from over 1,000 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. Conference counts may also be lower than previous years because of a change in survey format.

The FGDM Evaluation measures fidelity to the Family Group Decision Making model by asking each conference participant to complete a survey that contains various questions measuring cultural safety, community partnerships and family involvement. This survey was developed based on research conducted by Joan Pennell, MSW, PhD, Professor and Director, Center for Family & Community Engagement, North Carolina State University. In FY 2009/2010, Pennsylvania piloted Dr. Pennell’s tool.

During the pilot, Dr. Pennell’s measure was implemented across the state using scantron surveys. Based on coordinator/facilitator feedback, factor analysis and cognitive interviewing with participants, the evaluation team made changes to the fidelity survey. Several questions were reworded for clarity, the order of responses was reversed, and two new additional questions were added regarding satisfaction and safety. Additionally, the team employed new software to develop a scannable version of the revised survey. This software provides a more family-friendly survey that resembles a word processing document. FGDM coordinators and facilitators began using the revised survey January 1, 2011.

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 compares training outcomes among two naturally occurring groups: (1) trainees who participate in a TOL training package (intervention) and (2) trainees who participate in training only (control). 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. Since implementation in 2008, over 250 staff from five counties either participated in 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. In addition to continuing this research into next fiscal year, the research team is pursuing expansion of the project to include additional training topics such as father engagement.

**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 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. Several counties volunteered to participate in part two.

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

At the conclusion of Part 1, the evaluation team concluded that there was not enough data to answer the evaluation questions. Several counties had dropped out of the project and approximately 20 cases were submitted for the project. The team needed 80 cases in order to have the statistical power for the needed analyses. Therefore, additional recruitment was conducted in June 2011 and 18 counties agreed to participate in the project. Results from Part 1 of the project are expected to be available late 2011.

Part Two began in the spring of 2011 and is still in progress. Practice Improvement Specialists from each of the Training Program’s regions conducted focus groups with county Children and Youth caseworkers and supervisors. Additional focus groups with families are being arranged and results from the focus groups with workers and supervisors are being analyzed. Preliminary results from the focus groups with workers and supervisors suggest that Pennsylvania’s Safety Assessment and Management Process has allowed workers to gather more information about families in order to assess their needs and engage with families. Final results can be expected in 2012.
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 mobile technology affects caseworkers personally as well as in their daily work; specifically visits to children in federally defined foster care.

Four hundred (400) Fujitsu Tablets were purchased to be used in this project examining: 1) Does the use of technology in the field impact caseworker visitation practices related to engagement, job satisfaction, and a sense of professionalism? 2) What are the implementation challenges and benefits? To answer these questions, the research team using a mixed methods approach using random sampling of caseworkers and quasi-experimental design.

The evaluation team employed random sampling to divide counties into either an intervention or a control group. Based on the sampling distribution, supervisors in intervention and control counties were asked to select a pre-determined number of people from their staff. These staff members must have a positive employment history within their agency and must conduct visits to children in federally defined foster care. They were then enrolled in the study.

Intervention counties received tablet computers, training on their use as well as training focusing on family engagement and technology. Intervention participants completed the Revised Use of Technology Scale prior to the intervention. Intervention participants used the tablets in the field for six months. At the conclusion of the six months, intervention participants completed the Revised Use of Technology Scale and the Revised Human Caring Inventory. Participants in selected intervention counties were also asked to participate in follow-up focus groups. At the conclusion of the study, intervention counties were able to retain the tablets.

Control participants did not participate in the intervention. They were asked to complete the Revised Human Caring Inventory. Participants in selected control counties were also asked to participate in follow-up focus groups.

In addition to data collection with caseworkers, the research team also chose to invite participation from County Children and Youth Agency administrators. Administrators from intervention and control counties were invited to participate in a focus group to discuss the use of mobile technology in the field.

Preliminary results from administrator focus group:

- Administrators felt that mobile technologies produced positive gains in productivity and efficiency and improved transparency of processes and communication.
- Implementation challenges were insufficient technical support, limited wireless access in rural areas, caseworker comfort with the use of technology, and integration into their practice.

Preliminary results from caseworker focus groups:

- Caseworkers were optimistic about the benefits of mobile technology. They felt that it allowed them to use “slack” time more effectively, and some believed that it made them more efficient. Others, while not as positive, felt that with training, support, and equipment such as mobile printers, scanners, and Wi-Fi, they could gain efficiencies.
- Identified implementation challenges were similar to those identified by the administrators; however, the workers felt that IT department support and individualized training and coaching on how to include technology into their routines were critical interventions.
- Sharply divided opinions about the appropriateness of mobile technology within the family home as part of visitation practice were expressed.
Initial conclusions:
- Caseworkers and administrators are positive about the introduction of mobile technologies and believe that they produce positive gains in productivity and mobility.
- The process of implementation is critical: individual preference, adequate training, and coaching are vital to integrating technology into casework practice. Addressing connectivity and forms management are also important.

The team concluded data collection in June 2011 and will provide further reports on this project throughout 2011 and 2012.

**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?

In July 2009, Pennsylvania's Child Welfare Training Program created a web-based database for counties to utilize. Every county is asked to enter data on all the children screened in their counties by the last business day of each month. A surprising majority of counties (88%) are actively using the database.

Database elements include:
- Demographics on children and caregivers including child’s substantiation status and maltreatment type
- Child’s screening results
- Various reports for county use

Analyses of first-time screenings for 1,513 children from across the state show that 22.4% of these children’s results show a concern on the ASQ. Communication and fine motor skills represent the majority of concerns found (13.4% and 10.0%, respectively). However, more children (32%) have a concern on the ASQ:SE. Significant bivariate correlations ($p<.05$) were added into a logistic regression model. An important finding of the bivariate correlations is that there was no significant relationship between substantiated maltreatment and problem scores on the ASQ or ASQ:SE. The logistic regression model indicates that if a child was in the NICU, they are 3 times more likely to have developmental concerns ($p<.001$). Also, if a child was listed as bi-racial, they were 2.85 times more likely to have a social-emotional concern.

Caregiver interviews began in June 2010. Counties were randomly selected by their location in the state, group of children being screened & number of children in the database. The state was divided into seven distinct sampling regions. To date, 218 interviews have been completed across the state. A preliminary analysis of the first 158 cases show that the majority of caregivers are white (83.5%) non-Hispanic/Latino (97.6%), females (88.6%). Although most of the participants received a High School diploma (45.6%), or GED (13.9%), a high number of participants (31.6%) reported not finishing High School. The average age of first biological child is 20.7. Half of the caregivers interviewed (48.7%) were involved with CYS as children, with 22.4% saying they spent time in foster care as a child. A third (33.5%) of interviewed caregivers reported that they were currently receiving services for a mental health issue, and 29.9% said they received mental health services as an adult. 32.9% of those interviewed are currently taking psychotropic medication. An overwhelming proportion of caregivers (94.6%) rated the screening as very or somewhat positive.
Roughly 1/3 of children 0-3 referred for maltreatment have developmental concerns that qualify for Early Intervention (EI) services, but just 13% of these children received such services following child welfare referral (Casanueva, Cross, & Ringeisen, 2008). Studies show routine developmental screening among children in foster care improves detection of problems (Bruhn, Duval, & Louderman, 2008; Jee et al., 2010). Concern rates are similar to national data of children investigated, but lower than rates of children in foster care. Findings support other research that screening policies should not be guided by children’s substantiation or foster care status. Findings indicate that when screening is implemented, CWS caseworkers may need more support, mentoring, or training around detecting child developmental problems. Options could also include early childhood mental health consultation, or developmental specialist caseworkers.
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’ needs assessments 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 delivered 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.

Commencing in January 2011, the Training Program rolled-out statewide its extensive revisions of the CTC curriculum, which now consist of ten (10) modules of 120 hour in classroom instruction and six hours of on-line transfer of learning (TOL) pre and post content and activities. In addition to the CTC on-line TOL, the training program rolled-out six other on-line training opportunities including:

- Making the Connection: The Adolescent and the Caregiver Response
- Making a Case for Safety
- Peer Review Training
- National Youth in Transition Database (NYTD)
- Charting the Course TOL
- Using Your Fujitsu Tablet PC
- Youth and Family Engagement and the Use of Technology
The Training Program delivered 1,407 workshops consisting of 1,959 days of training or 11,754 hours of training. A total of 21,584 participants (duplicated or 6,480 unduplicated) attended training with 1,844 trainees receiving at least one day of *Charting the Course* training. A total of 130 trainees participated in the on-line training opportunities.

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.

<table>
<thead>
<tr>
<th>Type of Workshop</th>
<th>Number of Workshops</th>
<th>Number of Days</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charting the Course</td>
<td>527</td>
<td>870.5</td>
<td>5223</td>
</tr>
<tr>
<td>Supervisor Training Series (CORE)</td>
<td>47</td>
<td>94</td>
<td>564</td>
</tr>
<tr>
<td>*Specialized and Related training</td>
<td>309</td>
<td>419.5</td>
<td>2517</td>
</tr>
<tr>
<td>Supervision trainings</td>
<td>30</td>
<td>20</td>
<td>119</td>
</tr>
<tr>
<td>Fiscal trainings</td>
<td>3</td>
<td>7</td>
<td>42</td>
</tr>
<tr>
<td>Trainer and Consultant trainings</td>
<td>4</td>
<td>3.5</td>
<td>21</td>
</tr>
<tr>
<td>Administrator trainings</td>
<td>13</td>
<td>10.5</td>
<td>63</td>
</tr>
<tr>
<td>Education Screen</td>
<td>81</td>
<td>81</td>
<td>486</td>
</tr>
<tr>
<td>Youth and Family Engagement with Technology</td>
<td>30</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>Safety trainings</td>
<td>161</td>
<td>298.5</td>
<td>1791</td>
</tr>
<tr>
<td>Foster Parent trainings</td>
<td>64</td>
<td>30</td>
<td>180</td>
</tr>
<tr>
<td>Quarterly Practice Series</td>
<td>11</td>
<td>4.5</td>
<td>28</td>
</tr>
<tr>
<td>Development of the Trainer</td>
<td>6</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>Quality Service Review</td>
<td>9</td>
<td>16</td>
<td>96</td>
</tr>
<tr>
<td>Fujitsu</td>
<td>30</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>Training on Content</td>
<td>82</td>
<td>68</td>
<td>408</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1407</strong></td>
<td><strong>1959</strong></td>
<td><strong>11,754</strong></td>
</tr>
</tbody>
</table>

*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, 277 direct service workers received Direct Service Worker Certificates. In addition, 27 supervisors received certification after completing the Supervisor Training Series and 8 administrators were certified upon completion of Leadership Academy: Foundations of Leadership Series. The Training Program also issued 84 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 2010/2011, the Training Program training pool consisted of 125 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 orient 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 DOT sessions for over 190 county safety leads and over two hundred private provider safety leads.

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. Over 80 TOC sessions were conducted for the following curricula:

- 110: CTC: Module 1 Introduction to Pennsylvania’s Child Welfare System
- 110: CTC: Module 2 Identifying Child Abuse and Neglect
- 110: CTC: Module 3 Using Interactional Skills to Achieve Lasting Change
- 110: CTC: Module 4 In Home Safety Assessment
- 110: CTC: Module 5 Risk Assessment
- 110: CTC: Module 6 Case Planning with Families
- 110: CTC: Module 7 The Court Process
- 110: CTC: Module 8 Out of Home Safety
- 110: CTC: Module 9 Out of Home Placement and Permanency Planning
- 110: CTC: Module 10 Making Permanent Connections
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 over 40 trainer observations consisting of 46 days, which included mentoring, first-time trainer, new content, and biennial observations. The Training Program also completed 16 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. Parallel to support for families, helping organizations identify and address root causes to system struggles, lead to a solid foundation for improved services and outcomes.

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.

The Training Program has worked extensively over the past year with APHSA to develop a curriculum to train facilitation skills for new staff members, as well as trainers and consultants. Trainers and consultants are also being provided with opportunities to actively participate in the Quality Service Reviews being held across the state to provide them with a more in-depth knowledge of the systemic issues counties are currently experiencing, and to build capacity for supporting those counties through Technical Assistance.
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.

<table>
<thead>
<tr>
<th>Total Contacts by Initiative</th>
<th>Number</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPTA</td>
<td>20</td>
<td>71</td>
</tr>
<tr>
<td>Child and Family Service Review</td>
<td>103</td>
<td>318</td>
</tr>
<tr>
<td>Concurrent Planning</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Family Center/Child Abuse Prevention Review</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Family Centers</td>
<td>55</td>
<td>139</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>127</td>
<td>430</td>
</tr>
<tr>
<td>FC Review</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Independent Living</td>
<td>137</td>
<td>636</td>
</tr>
<tr>
<td>Independent Living (Annual Review)</td>
<td>75</td>
<td>200</td>
</tr>
<tr>
<td>Integrated Children’s Services Plan</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Juvenile Justice</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mentored Visitation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Organizational Effectiveness</td>
<td>347</td>
<td>1150</td>
</tr>
<tr>
<td>Organizational Needs Assessment</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td>Permanency Planning</td>
<td>118</td>
<td>517</td>
</tr>
<tr>
<td>Quality Service Review</td>
<td>226</td>
<td>1083</td>
</tr>
<tr>
<td>Quality Visitation</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>Regional Team Liaison Meetings</td>
<td>31</td>
<td>65</td>
</tr>
<tr>
<td>Risk and Safety Assessment</td>
<td>183</td>
<td>636</td>
</tr>
<tr>
<td>Systems of Care</td>
<td>38</td>
<td>139</td>
</tr>
<tr>
<td>Transfer of Learning Meeting</td>
<td>22</td>
<td>86</td>
</tr>
<tr>
<td>Transfer of Learning Support Session</td>
<td>45</td>
<td>168</td>
</tr>
<tr>
<td>Youth Engagement</td>
<td>126</td>
<td>548</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>1708</strong></td>
<td><strong>6323</strong></td>
</tr>
</tbody>
</table>

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 133 trainings and 7 Transfer of Learning Packages 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 2011 and ongoing work regarding the fidelity of key FGDM principles and practices across the state continues.

Family and Communities United (FCU)

Our parent engagement efforts continue to move forward. Families and Communities United has begun to find its voice and place in the communities across the state. With the create of a new charter and strategic plan, Families and Communities United has fully embarked on its goals to ensure Pennsylvania has a strong parent advisory committee for child welfare; Pennsylvania has child welfare mentorships where parents previously involved in the child welfare system are providing one on one support to current parents receiving services, and local and state child welfare professions will support parent engagement.

Families and Communities United has accomplished all of the benchmarks outlined in their strategic plan for fiscal year 2010/2011. Families and Communities United currently has an Advisory Board membership of 19 active participants and growing. Members of FCU were instrumental in the development of a tool that will be used to orient youth and parents on boards. Additionally, FCU members continue to attend workshops, resource fairs, and conferences to enhance their knowledge and share information about family engagement. Families and Communities United members also continued to provide technical assistance and support for family engagement to agencies in their respective counties.

For the upcoming fiscal year 2011/2012, Families and Communities United looks forward to our continued growth as an Advisory Board. With the development of FCU sub committees throughout the state, we hope to continue our collaborative efforts with families, youth, and stakeholders. We know family engagement is crucial in our efforts to improve services for our families and communities.

Safety Assessment

Support and consultation for the planning and implementation of the In-Home Safety Assessment and Management Process (SAMP) continued in 2010/2011, with the Regional Practice Improvement Specialists providing consultation and technical assistance to County and OCYF Regional Offices surrounding implementation issues. Support was provided to counties related to changes in policies, use of resources, and
procedures; in order for counties to successfully implement SAMP. Transfer of Learning activities, development of documentation templates and case reviews were several ways in which support was provided to counties in the implementation of In-Home SAMP.

Support and consultation for the planning and implementation of the Out-Of-Home Safety Assessment and Management Process (OOH SAMP) was provided in 2010/2011. Following the implementation model of In-Home SAMP, County Safety Leads were identified for each of the 67 counties, and the four Regional Offices identified designated Safety Leads. These leads attended OOH SAMP training and subsequently participated in Training on Content sessions to allow them to train staff in their respective agencies. In addition, there was outreach and education to private provider agencies that provided contracted out-of-home services to counties. Regional Practice Improvement Specialists provided support in training to counties who requested this assistance. In addition, Practice Improvement Specialists provided support in the form of consultation and Technical Assistance in the areas of Transfer of Learning Activities, documentation, case reviews, policy and procedure.

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, Regional Office staff, and child welfare professionals who share ideas and resources on SAMP and best practices.

Quarterly Practice Sessions

Pennsylvania recognizes that supervisors are the primary practice change agents in the field of Child Welfare, and has identified Quarterly Practice Sessions (QPS) as a strategy in the PIP that will provide support to those serving in that capacity. These sessions are educational and supportive supervisory forums rooted in our practice model which and are held regionally across the state. It is believed that by offering regionally based sessions, a culture of peer support and networking within each region will be created.

The Training Program formed a workgroup consisting of staff from the Curriculum, Administrative, Management Information Systems (MIS), Statewide Quality Improvement and Organizational Effectiveness/Regional Team Departments to assist in planning and delivering these Quarterly Practice Sessions. This QPS workgroup has worked to engage supervisory staff across the state of Pennsylvania, and the emerging Technical Assistance Collaborative, to develop, implement and monitor the delivery of these Quarterly Practice Sessions.

In an effort to meet the needs of Pennsylvania’s supervisors, the QPS workgroup administered a survey to supervisors across the state. The survey was inspired and designed by a group of Northeast Regional supervisors and was created to better understand Pennsylvania’s County Child Welfare Agency supervisors’ professional development needs. The survey was issued on January 14, 2011 using SurveyMonkey, with a total of 264 supervisors responding to the survey. The results of the survey and feedback from supervisors within each region were used to develop the topic areas for the resulting Quarterly Practice Sessions.

In FY 2010-2011, three Quarterly Practice Sessions were scheduled to be held within each Region (a total of 12). The identified topics included: Connecting the Pennsylvania Program Improvement Plan (PIP) Strategies and Actions to Practice; How do you get a full glass out of 3 drops...Strengths-Based, Solution-Focused Supervision; and Thriving in a Stress Free Workplace. Three sessions were cancelled (2 in the Northeast, and one in Southeast) due to weather and low attendance registration, with a total of 92 supervisors attending throughout the fiscal year.
Moving forward, these sessions will be developed and delivered based on information gathered from supervisors statewide identifying their Technical Assistance and training needs. These sessions will be developed in collaboration with the emerging Technical Assistance Collaborative.

**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.
- Supporting and coordinating retreats for Family Center staff in two regions, organized in collaboration with Family Center directors and other staff in order to provide training and networking opportunity to regional Family Centers.

**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. This year, Practice Improvement Specialists assumed the responsibility of conducting IL site visits with counties. Because the Practice Improvement Specialists are often working with counties in other areas of work, this has allowed for more integrated support of counties, lessening the isolation of IL Services from other county services to youth and families.

**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 did one Development of Consultant training during 2010-2011, primarily for new Training Program staff and Youth and Parent Ambassadors. One new youth engagement consultant was also trained during this session. During the year, a total of 12 consultants (representing 248 hours) were utilized to support practice improvement efforts in the counties. These efforts included developing work plans, implementation of service and monitoring the work. Specific practice improvement efforts in the county children and youth agencies support by consultants included CQI, Families and Communities United (FCU), Family Engagement, Quality Service Review, Youth Advisory Board, Statewide Adoption and Permanency Network, Independent Living, Organizational Effectiveness and Family Centers.

The OE/RT Department utilized eight consultants to work in the areas of Quality Service Reviews, Continuous Quality Improvement, Youth Advisory Board, SWAN Quarterly meetings, Organizational Effectiveness, and Families and Communities United; for a total of 248.25 consultant hours. The OE/RT Department focused on engaging and educating consultants regarding the Enhanced OE model in order to build the capacity to promote Continuous Quality Improvement in the counties. To further promote this, the Training Program encouraged consultants to participate in Quality Service Reviews across the regions.

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 – Mike Byers
- CAPTA – Marsha Lynch, Christine Reese and Gale Sherrid
- ICSP Advisory Group – Andrea Richardson and Mike Byers
- Pennsylvania Family Support Alliance Board - Maryrose McCarthy
- NSDTA Advisory Board – Maryrose McCarthy
- Pennsylvania State Family Resource Advisory Board – Sharon England
- SWAN Conference Planning Committee – Steve Edison
- Strengthening Families Advisory Board – Maryrose McCarthy and Kim Deiter
- 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 into 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 Children & Youth
- Berks County Children & Youth
- Chester County Children & Youth
- Office of Children and Families in Court (AOPC)
- PA Family Support Alliance
- Washington County Children & Youth

Among the six (6) agencies listed above, there were 97 trainings requested with 335 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**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Number of Meetings/Training Held</th>
<th>Number of Meetings/Trainings Held Per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2005 to June 30, 2006</td>
<td>129</td>
<td>11 per month</td>
</tr>
<tr>
<td>July 1, 2006 to June 28, 2007</td>
<td>275</td>
<td>23 per month</td>
</tr>
<tr>
<td>July 1, 2007 to June 30, 2008</td>
<td>421</td>
<td>35 per month</td>
</tr>
<tr>
<td>July 1, 2008 to June 30, 2009</td>
<td>459</td>
<td>38 per month</td>
</tr>
<tr>
<td>July 1, 2009 to June 30, 2010</td>
<td>440</td>
<td>37 per month</td>
</tr>
<tr>
<td>July 1, 2010 to June 30, 2011</td>
<td>488</td>
<td>41 per month</td>
</tr>
</tbody>
</table>

- There are 145 agencies currently on the approved list.
- Of these, 59 agencies currently schedule meetings/trainings on a regular basis.
Training Room Usage in Locations Statewide

<table>
<thead>
<tr>
<th>Type of Training/Meeting Held</th>
<th>Training Room/Number Held</th>
<th>Agency Using Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altoona Training Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainings/Meetings</td>
<td>68</td>
<td>Training Program</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>OCYF Staff</td>
</tr>
<tr>
<td>Mayfield Training Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainings/Meetings</td>
<td>111</td>
<td>Training Program</td>
</tr>
<tr>
<td>Meadville Training Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainings/Meetings</td>
<td>130</td>
<td>Training Program</td>
</tr>
<tr>
<td>Monroeville Training Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainings/Meetings</td>
<td>206</td>
<td>Training Program</td>
</tr>
<tr>
<td>Montgomery County Training Room</td>
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<td>Training Program</td>
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<tr>
<td>Trainings/Meetings</td>
<td>140</td>
<td>Training Program</td>
</tr>
<tr>
<td>Williamsport Training Room</td>
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<td></td>
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<tr>
<td>Trainings/Meetings</td>
<td>83</td>
<td>Training Program</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Joan Mosier Training</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Concern4Kids</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>OCYF Staff</td>
</tr>
</tbody>
</table>

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 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 2010 – provided presenters and coordination assistance.
- Supervisor Training Event in Fall 2010, titled *The Disciplinary Process* (attendees included public, private and state level key stakeholders).
- Consultant and Trainer Regional Events in Fall 2010, titled *Teamwork Makes the Dream Work* (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 2011, titled *The Ties that Bind: Legislation, Best Practice and the Tools to Train Them* (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 Fall 2010 titled *Making Data Work for You: Part II* (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 2011
titled *DAPIM™: Capacity Planning to Support Continuous Quality Improvement (CQI) Efforts* (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 2011 titled *Strength Based, Solution Focused Leadership* (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 2011 titled *Supporting Supervisors in Using Critical Thinking Skills* (attendees included Pennsylvania Children and Youth Administrators) - collaborated with the Leadership Academy QUAC to provide this training.
- Diversity Task Force’s Spring 2011 Regional Events, titled *The Changing Face of Pennsylvania* - 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 2010/2011 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 2010
- 1 SWAN Statewide Meeting: Winter 2010
- 4 Statewide Youth Advisory Board (YAB) Statewide Meetings
- Provided 203 SAT Waivers to Independent Living youth through the Independent Living Project’s SAT and College Fee Waiver Program.
- Provided 452 College Waivers to 162 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.

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 2010/2011, 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 2010/2011, 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.

- 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 2010/2011, the CTAG:
    - Developed an evaluation for counties to provide feedback on a regular basis to the consultant to assure that the work within the county is on target; and,
    - Advocated and collaborated with the Curriculum Department to add PowerPoint Presentations of the overheads to the visual aid listing for each curriculum.
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. Continued support will be devoted to ensuring its completion so that services for Pennsylvania’s children and families will be improved.

Pennsylvania has just successfully completed the first year of PIP implementation. During the past year, Training Program staff, in collaboration with other stakeholders across the Commonwealth, played an integral role in assuring successful implementation and monitorization of the PIP. Some of the actions taken by Training Program staff included: facilitation and participation on PIP workgroups; development and delivery of training, transfer of learning and technical assistance; collaboration on the development and implementation of best practice outlined in policy; and participation in the Continuous Quality Improvement effort – including the participation of several staff as state site leads and reviewers at onsite Quality Service Reviews.

• Child, Youth and Family Engagement

After finishing its work on the Frequently Asked Questions and Resources for Recommendation Guide for the Independent Living Services Bulletin, the Child, Youth and Family Engagement Workgroup transitioned to developing materials and training for youth and families joining advisory boards in Pennsylvania. Pennsylvania has a history of involving youth and families of the child welfare system at various levels of policy and practice. However, there were not any formal training curricula or resources for agencies or boards interested in involving youth and families in their work.

The Child, Youth, and Family Engagement Workgroup recruited additional members including youth and alumni of the child welfare system, former child welfare system-involved parents, and public and private child welfare system stakeholders. The members of the team focused on how best to prepare youth and families to join boards as well as how boards could be better prepared to work with youth and families.

The following products were developed:

1. The Roadmap to Youth and Family Engagement
   o This “roadmap” serves as a resource guide for child welfare professionals, youth, and families. It provides useful resources and “tip sheets” related to the cycle of youth and family engagement on boards. The cycle includes: readiness assessment, recruitment, selection, orientation, support and mentoring, and monitoring and continuous quality improvement. The “roadmap” is a quick, easy to understand reference tool.
2. Youth and Family Engagement on Boards Training
   o This is the first training in a set of three trainings. This training is 3 hours and is built off of the Penn State Cooperative Extension curriculum titled, “Y.E.S. Youth Engagement Strategies.” Developed for board members that are interested in bringing on youth and family members, the training is a facilitated discussion and learning session focused on helping the board prepare for youth and family members. Hands-on exercise and discussions allow a safe place for board members to discuss their reservations about bringing youth and family members on as well as identifying the strengths these partners bring to the table. Finally, board members are given concrete tools and time to plan for recruiting, engaging, and working with youth and families on their boards as equal partners.

3. Roadmap to Youth and Family Board Participation Training
   o The second training in a series of three trainings serves as an orientation for youth and families working on boards. The training combines activities, lecture, videos, and facilitated discussion to prepare youth and families. Youth and families learn about the structure of boards, how they function, and tips and resources to function effectively on a board.

4. Energizing Your Board Transfer of Learning Session
   o The third training in the series is actually a transfer of learning session. The transfer of learning session is designed as a refresher and reinforcement for all board members (youth, family, and professionals) about 3-6 months after recruiting youth and family board members. Board members work together using activities and facilitated discussion to determine their progress integrating youth and family members into board operations. Plans are developed jointly to build on strengths and address areas of improvement.

The IL Services Bulletin’s main implementation strategy is a Frequently Asked Questions (FAQ) document and appendix of resources. Training on the Bulletin was provided at the SWAN/IL Statewide and Quarterly meetings. Training and technical assistance will continue to be provided to support implementation and improved outcomes for youth and young adults.

- **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. The workgroup has been diligently working to develop an Assessment Toolkit that workers can use to help strengthen their practice. It is the workgroup’s goal that its products will help caseworkers and supervisors to look past the initial allegation to the concerns creating the situations. And then put into place interventions that will help alleviate the concerns instead of just applying interventions to tackle the allegation. Members of the Enhancing Assessments workgroup hope that Toolkit will help caseworkers and supervisors to integrate the use of screenings in their practice as well as to assess families throughout the life of the case. The Toolkit includes a collection of screening tools that caseworkers can use to better understand a parent, child or youth’s strengths and difficulties. In addition, the toolkit provides workers with ways to use peer-to-peer learning and insights into specific concepts, such as suicide, to better support parents, children and youth.

- **Timely Permanence**
  After collecting data through the surveys, evaluating existing research and working with the NRC to discuss various elements of concurrent planning practice, a subcommittee of the Timely Permanence was charged with the task of writing a Concurrent Planning Bulletin draft. This draft was created and revised and is now in the final stages of review. The Timely Permanence Committee has begun to plan
for a roll-out of the Bulletin and subsequent policy and practice change, to create a framework for how to best train professionals for whom the Bulletin will have an impact, and to look at existing policies and practices regarding post-reunification services and to write and issue a bulletin regarding post reunification services.

- **Collaboration**
  A major theme in the PIP included collaboration among child- and family-serving Systems, as well as among technical assistance providers. Leadership from the majority of technical assistance providers meet on a regular basis throughout the year. A charter was developed to focus the efforts and a conference was held with the local TA teams from 6 counties. Each team discussed their needs and identified ways to move forward.

  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)**

Pennsylvania became CAPTA compliant in 2010 when three Citizen Review Panels were established.

- **Citizen Review Panels (CRP)**
  The Training Program, along with the CAPTA CRP subcommittee supports the three existing panels in accordance with the legal mandates set forth in the State and Federal CRP mandates and is moving toward the creation of three new panels. Each panel is comprised of volunteers representing the region in which the panel is located. These volunteers meet, at minimum, four times a year to review policies, procedures and practices of state and local agencies to evaluate the extent to which state and local child protective Services Systems agencies are effectively discharging their child protection responsibilities are under section 106(b) of the child abuse and prevention treatment act (Public Law 93-247, 42, U.S.C. 510a (b)).

  At the end of beginning of 2011, each panel submitted its first annual report. Each panel’s recommendations, along with the State’s response will be published and distributed to local and state policy makers as well as a variety of stakeholders vested in an effective child welfare system at a local and state level.

- **Children’s Justice Act (CJA)**
  The CJA subcommittee submitted an application to the Administration for Children and Families for the state’s allotment of the Children’s Justice Act funds. This application is Pennsylvania’s first proposal for these funds. This proposal outlines Pennsylvania’s plan for the use of these funds. Pennsylvania will use these funds to support ChildFirst training, a technical assistance proposal for Multi-Disciplinary, Joint-Investigation teams as well as the development of set of standards for MDT, JI Teams to use in order to strengthen their practice. The funds are to be awarded in the fall of 2011.
Sharing Our Knowledge with Others

Date: September 29, 2010  
Title: Continuous Quality Improvement: Our Desired State  
Presenter(s): Jeanne Schott  
Conference (Location): Leadership Academy Conference (Mechanicsburg, PA)

Date: October 6, 2010  
Title: Unlock the Secret Powers of the Independent Living Bulletin for Youth  
Presenter(s): Justin Lee  
Conference (Location): SWAN/IL Summer Statewide Meeting (Scranton, PA)

Date: October 12, 2010  
Title: Unlock the Secret Powers of the IL Services Bulletin  
Presenter(s): Stephen Eidson, Kim Gavran (Operations Manager, Try-Again Home, Inc)  
Conference (Location): SWAN/IL Fall Quarterly Meeting (Clarion, PA)

Date: October 13, 2010  
Title: Unlock the Secret Powers of the IL Services Bulletin  
Presenter(s): Stephen Eidson, Kim Gavran (Operations Manager, Try-Again Home, Inc)  
Conference (Location): SWAN/IL Fall Quarterly Meeting (Monroeville, PA)

Date: October 20, 2010  
Title: Unlock the Secret Powers of the Independent Living Bulletin for Youth  
Presenter(s): Justin Lee and Chris Nobles  
Conference (Location): SWAN/IL Summer Statewide Meeting (Enola, PA)

Date: October 20, 2010  
Title: Know Your Rights: A Tool for Teaching and Advocacy  
Presenter(s): Cindy Gore and Wendy Unger  
Conference (Location): SWAN/IL Fall Quarterly Meeting (Enola, PA)

Date: October 27, 2010  
Title: Unlock the Secret Powers of the Independent Living Bulletin for Youth  
Presenter(s): Justin Lee and Chris Nobles  
Conference (Location): SWAN/IL Summer Statewide Meeting (Fort Washington, PA)

Date: October 27, 2010  
Title: Making Data Work for You – Part 1  
Presenter(s): Shauna Reinhart, Gene Caprio, Maryrose McCarthy, and Deborah Mock  
Conference (Location): PCYA Fall Quarterly (State College, PA)

Date: October 29, 2010  
Title: Know Your Rights: A Tool for Teaching and Advocacy  
Presenter(s): Justin Lee  
Conference (Location): Angels Among Us, Pennsylvania State Resource Family Association Annual Conference (Harrisburg, PA)

Date: October 29, 2010  
Title: Kinship Care: An Intro to Family Providers  
Presenter(s): Kathleen Swain  
Conference (Location): Angels Among Us, Pennsylvania State Resource Family Association Annual Conference (Harrisburg, PA)
Date: October 29, 2010
Title: Protecting Yourself from False Allegations
Presenter(s): Kathleen Swain
Conference (Location): Angels Among Us, Pennsylvania State Resource Family Association Annual Conference (Harrisburg, PA)

Date: November 16, 2010
Title: Cindy Gore
Presenter(s): Who Am I?
Conference (Location): Bloomsburg University Diversity Conference (Bloomsburg, PA)

Date: January 26, 2011
Title: A Day in the Life ... Permanency and Housing Options for Youth in Transition
Presenter(s): Justin Lee and Chris Nobles
Conference (Location): SWAN/IL Winter Statewide Meeting 2011 (Harrisburg, PA)

Date: January 27, 2011
Title: Make it Seem Like We are Regular Kids: Youth & Young Adults Perceptions of Restrictiveness in Out of Home Care
Presenter(s): Chris Nobles and Mary Beth Rauktis
Conference (Location): SWAN/IL Winter Statewide Meeting 2011 (Harrisburg, PA)

Date: January 27, 2011
Title: Building Permanency for Adolescents
Presenter(s): Stephen Eidson, Dianne Ott (Diakon-FDR)
Conference (Location): SWAN/IL Winter Statewide Meeting, Harrisburg, PA

Date: March 21, 2011
Title: Make it Seem Like We are Regular Kids: Youth & Young Adults Perceptions of Restrictiveness in Out of Home Care
Presenter(s): Chris Nobles and Mary Beth Rauktis
Conference (Location): 24th Annual Children’s Mental Health Research and Policy Conference (Tampa, FL)

Date: March 22, 2011
Title: Mock Permanency Review Hearing
Presenter(s): Sharon S. England
Conference (Location): AOPC Training for Legal Representation for Children and Parents (Harrisburg, PA)

Date: March 30, 2011
Title: SWAN/IL Partnership
Presenter(s): Cindy Gore
Conference (Location): SWAN/IL Spring Quarterly (Scranton, PA)

Date: April 5, 2011
Title: SWAN/IL Partnership
Presenter(s): Justin Lee
Conference (Location): SWAN/IL Quarterly (Enola, PA)

Date: April 5, 2011
Title: IL Services Bulletin
Presenter(s): Justin Lee
Conference (Location): SWAN/IL Quarterly (Enola, PA)
Date: April 14, 2011  
Title: Implementation at the Local Level: Making Policies Work for Youth and Alumni  
Presenter(s): Stephen Eidson  
Conference (Location): SWAN/IL Spring Quarterly Meeting (Clarion, PA)

Date: April 15, 2011  
Title: Implementation at the Local Level: Making Policies Work for Youth and Alumni  
Presenter(s): Stephen Eidson  
Conference (Location): SWAN/IL Spring Quarterly Meeting (Monroeville, PA)

Date: April 20, 2011  
Title: Family and Youth Engagement Strategies  
Presenter(s): Justin Lee and Chris Nobles  
Conference (Location): Clearfield County Children and Youth Services (Clearfield, PA)

Date: April 28, 2011  
Title: SWAN/IL Partnership  
Presenter(s): Justin Lee  
Conference (Location): SWAN/IL Quarterly (Fort Washington, PA)

Date: April 28, 2011  
Title: IL Services Bulletin Implementation  
Presenter(s): Justin Lee  
Conference (Location): SWAN/IL Quarterly (Fort Washington, PA)

Date: April 29, 2011  
Title: SWAN/IL Partnership  
Presenter(s): Justin Lee  
Conference (Location): SWAN/IL Quarterly (Philadelphia, PA)

Date: April 29, 2011  
Title: IL Services Bulletin Implementation  
Presenter(s): Justin Lee  
Conference (Location): SWAN/IL Quarterly (Philadelphia, PA)

Date: April 30, 2011  
Title: Managing for Results: Outcomes and Outputs  
Presenter(s): Justin Lee  
Conference (Location): Family Center Annual Event (Mechanicsburg, PA)

Date: April 30, 2011  
Title: My Spidey Sense is Tingling  
Presenter(s): Shauna Reinhart  
Conference (Location): Family Center Annual Event (Mechanicsburg, PA)

Date: June 22, 2011  
Title: Supporting Supervisors in Using Critical Thinking Skills  
Presenter(s): Calvin Kulik, Jennifer Caruso, Deborah Mock, and Jerry Sopko  
Conference (Location): PCYA Summer Quarterly (Seven Springs, 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. In this fiscal year the Training Program rolled out a revised version of CTC. The previous version consisted of 126-hour curricula series consisting of fifteen modules. The new version consisted of 126 hours, consisting of 10 modules of 120 hours and six hours of online transfer of learning (TOL) pre and post activities. The new modules are entitled:

1. *Introduction to Pennsylvania’s Child Welfare System (1 day)*
2. *Identifying Child Abuse and Neglect (2 days)*
3. *Using Interactional Helping Skills to Achieve Lasting Change (3 days)*
4. *In-home Safety Assessment and Management (3 days)*
5. *Risk Assessment (2 days)*
6. *Case Planning with Families (2 days)*
7. *The Court Process (1 day)*
8. *Assessing Safety In Out-of-Home Care (2 days)*
9. *Out of Home Placement and Permanency Planning (3 days)*
10. *Making Permanent Connections: Outcomes for Professional Development (1 day)*
The Training Program based its revisions of the Charting the Course curriculum on feedback received from counties, training participants, trainers, quality assurance committees (QUAC) and evaluations incorporated into the Charting the Course curriculum including:

- **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 this fiscal year.

- 204: Assessing Safety in Out of Home Care
- 207: Family Finding, Planning
- 207: Family Finding, Decision Making
- 207: Family Finding, Follow-up on Supports
- 301: Engaging Clients from a Strength-Based, Solution-Focused Perspective - Booster Shot
- 306: Achieving Positive Educational Outcomes
- 521: Social Networking in the Workplace: The good, the Bad and the Ugly
- 525: Supervisory Issues in the Safety Assessment and Management Process
- 527: The Fostering Connections to Success and Increasing Adoptions Act of 2008: Overview and Implications for Practice
- 540: The Disciplinary Process
- 701: How to Determine Readiness for Organizational Change
- 703: Continuous Quality Improvement: Our Desired State
- 703: Data, Outcomes and Practice: Connecting the Dots
- 703: DAPIM: Preparing to Lead Change
- 703: DAPIM: Capacity Planning to Support Continuous Quality Improvement Efforts: PCYA October
- 703: Making Data Work for You
- 703: Making Data Work for You 2
- 707: CTAG Events Fall 2010- Under Construction - Building Champions
- 9000: Youth and Family Engagement and the Use of Technology: Online Curriculum

In addition, the Training Program continued its participation in the development and completion 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.

The Training Program also continued its revisions of the following resources:

- Administrators: Resource and Handbook (in collaboration with the Pennsylvania Children and Youth Administrators Association Leadership Academy QUAC)
The Training Program developed and/or edited videos to be used with specialized and related curricula:

- 9000 National Youth in Transition Database (NYTD)
- 9000 Using Your Fujitsu Tablet PC
- 9000 Child Advocacy Studies (CAST)
- 207 Introduction to Family Group Decision Making Part 2 (PILOT)
- 207 Family Finding
- 309 Prescription Drug Abuse
- 521 Supervisor Training Series (Mod 3)

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

- 2011 IL Youth Retreat marketing video (Youth)
- 2011 IL Youth Retreat marketing video (Staff)
- 2010 IL Youth Retreat documentary video
- 2010 IL Youth Retreat music video
- Youth Video Series

In all, 369 DVD’s, 3,424 CD’s and 10 VHS tapes were created, labeled, and cased to be distributed for various purposes across the state.

**Administrators**

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:

September 2010 Leadership Academy Conferences included:
- 700: Practice Standards and QSR Tool
- 703: *Continuous Quality Improvement: Our Desired State*
- 703: DAPIM™: Preparing to Lead the Change
- 703: Data, Outcomes and Practice: Connecting the Dots
- 703: *Employee Performance Evaluations* (3 hours)

PCYA Quarterly Practice Sessions included:

- 703: DAPIM™: Capacity Planning to Support Continuous Quality Improvement (CQI) Efforts
- 703: Making Data Work for You II
- 703: Strength –Based, Solution Focused Leadership

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 and/or completed in this fiscal year included:

- Making the Connection: The Adolescent and the Caregiver Response
- Making a Case for Safety
- Peer Review Training
The Training Program began its development of an innovative online curriculum this fiscal year. Child Advocacy Studies (CAST) when completed will include three courses consisting of 15 three hour online modules leading to a certification in Child Advocacy Studies. The focus of this curriculum will be on developing child welfare practitioners and related professionals from a multidisciplinary and culturally competent perspective on the history and various factors that lead to child maltreatment. Overarching goal is to prepare practitioners to carry out the work of various agencies and child-serving systems as they advocate on behalf of children who have experienced maltreatment. Critical thinking concepts are incorporated throughout the curriculum which will include activities, assignments and a monitored discussion board. The first course will be piloted in fall 2011 and roll out will occur shortly thereafter.

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:

- 110: CTC TOL Online Module
- 306: Achieving Positive Educational Outcomes TOL

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 2010/2011, the Training Program conducted QUACs in the following topic areas:

- Introduction to Family Group Decision Making (FGDM)
- Interstate Compact on the Placement of Children
- Achieving Positive Educational Outcomes
- Leadership Academy QUAC
- Adolescent Series QUAC

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.

Pilots conducted this fiscal year include:

- Charting the Course Towards Permanency for Children in Pennsylvania
  - 110: Mod 1:: Introduction to Pennsylvania’s Child Welfare System
  - 110: Mod 2: Identifying Child Abuse and Neglect
  - 110: Mod 3: Using Interactional Helping Skills to Achieve Lasting Change
  - 110: Mod 4: In-home Safety Assessment and Management
  - 110: Mod 5: Risk Assessment
  - 110: Mod 6: Case Planning with Families
  - 110: Mod 7: The Court Process
  - 110: Mod 8: Assessing Safety In Out-of-Home Care
  - 110: Mod 9: Out of Home Placement and Permanency Planning
  - 110: Mod 10: Making Permanent Connections: Outcomes for Professional Development

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. TOCs conducted this fiscal year include the Charting the Course curriculum identified above as well as:

- 202: National Youth in Transition Database (NYTD)
- 204: Interactional Helping Skills Model
- 307 Valuing Diversity
- 306 Achieving Positive Educational Outcomes
- Family Finding Series
- Truancy Prevention Intervention

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

There are a variety of means by which the Training Program supports family engagement practice. These include training and technical assistance to support child welfare professionals with the implementation of family engagement processes (i.e. Family Group Decision Making (FGDM); engagement of families from a strength-based, solution-focused perspective; engaging incarcerated parents, quality visitation, and diversity trainings. Training Program staff continue to support local and statewide trainings and events focused on family engagement efforts, particularly around FGDM and Family Findings.

Pennsylvania’s child welfare parent advisory board, Families and Communities United (FCU), continue their efforts to form a statewide board to advocate, educate, support and empower individuals involved with family service systems to be resources for themselves and their communities. Monthly advisory board meetings are occurring to focus on board capacity, share parent engagement resources, and to review and develop resources engagement. While FCU has over ten active members, additional outreach will continue to recruit more parent alumni to support statewide parent engagement efforts.

The Training Program also continues to employ Parent Ambassadors to lead statewide, regional, county and individual engagement efforts. Some specific examples of the technical assistance providing to CCYA’s to support parent engagement include the implementation of parent focus groups; the use of the DAPIM™ process to assist counties in identifying their goals, strengths, gaps and plans for practice improvements; and the facilitation of county meetings to rally local champions in leading change efforts.

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 2010/2011. 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 over 60 hours of training to almost 700 foster, kin and adoptive parents, caseworkers and supervisors, judges, attorneys, and youth.

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 Transition Assessment and Planning, Strengthening Independent Living Services, Youth and Family Engagement Strategies, Children in Foster Care Act, 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 2010, the Retreat, C.H.A.N.G. E. (Confidence, Hope, Achieve, Navigate, Goals, Endurance) held the week of August 9-13th, on the University of Pittsburgh’s Johnstown campus with over 110 youth and 80 staff attending.

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 continued to facilitate implementation of this strategy by leading the Sustaining Change workgroup. The Sustaining Change workgroup has been the forum in which key stakeholders can collaborate to define, assess, plan, implement and monitor the CQI effort as it rolls out across the Commonwealth. Key tasks of the workgroup included the finalization of PA’s Quality Service Review protocol; the development of the Quality Service Review Manual, which outlines the roles and responsibilities of the local and state site leads; the monitorization of the phased-in CQI effort of the Phase I counties and the capacity planning and preparation of the CQI effort to be implemented in the Phase II counties.

During the past year, Quality Service Reviews (QSRs) were held onsite at the six counties that participated in Phase I of the CQI effort. QSRs were held in Philadelphia, Allegheny, Lackawanna, Venango, Butler and York counties. A total of 100 cases were reviewed and several focus groups were also held in each county. Case-specific, systemic and organizational information was gathered and shared with county leadership and key stakeholders at each site. As a result of this data collection focus on child, youth and family outcomes and implementation of the practice model, counties develop County Improvement Plans (CIPs) that will outline priority strategies focused on improving the outcomes and adherence to best practice. The Training Program and other technical assistance providers will assist counties in their implementation of their CIPs.

The Training Program also continues to support CQI efforts for Pennsylvania’s Family Centers through training and technical assistance for the Peer Review process. In conjunction with OCYF and Family Centers, each year, approximately 1/3 of FC’s are selected and must participate in Peer Review. Peer Review combines self-assessment within a FC with peer sharing and collaborative learning between centers to promote quality practice and achieve positive outcomes for families and children. A flexible yet structured process, Peer Review is part of the larger continuum of quality assurance methods that ensure that Family Centers/Fatherhood Initiative/Child Abuse Prevention Programs are operating effectively and according to grant expectations and program goals.

Peer Review goals include enhancing the quality of program practice and services, sharing and learning of best practices among peers, ongoing continuous improvement through self-assessment, increasing family involvement in program planning and evaluation, and utilizing data to support local and statewide program improvements and positive outcomes.
During SFY 2010-2011, twelve FC’s participated in the Peer Review process which continued to include an online team training, self assessments, exchange visits with their partner team, development of a plan for improvement, and a closing debriefing session. Each year, during a debriefing session, teams report plans for improvement, lessons learned, and challenges they faced during the process. During 2010-2011, participating centers identified updating resource guides, strengthening community partnerships, increasing advocacy efforts, and increasing parent involvement in services as key strategies in their improvement plans.

**INTERNAL**

Each of the six departments continued 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. In addition, significant development and planning work occurred on a web-based project server, which will allow the Training Program to capture the work and strategically plan ahead. Full implementation is set to occur in the beginning of the 11/12 fiscal year. The Training Program also maintained an internal staff steering committee to monitor progress and drive improvements. The committee consists of staff of all levels, with an emphasis on line level employees.
During FY 2010-2011, the Pennsylvania Child Welfare Training Program has undergone several changes and advancements to enhance resource coordination through the provision of technical assistance, training, and transfer of learning for children and youth agencies and its affiliates. Using DAPIM as the vehicle, the Training Program has effectively restructured the way services are delivered by applying the model to each unit, department, leadership teams, workgroups, and committees respectively. This change has allowed for the better utilization of staff and internal resources to meet the needs of our stakeholders and consumers. During fiscal year 2010-2011, the Training Program undertook several resource coordination efforts, including those listed 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.

The completion of ITNA for fiscal year 2010/2011 was delayed due to the development of the online ITNA tool. ITNAs were distributed to 21 counties in May 2011 and are due to the Training Program by September 2011. The completion of the online ITNA is scheduled for December 2011. We will then begin to implement the online ITNA process in January 2012 with the next 22 counties.

Over the past year, the Training Program has utilized the DAPIM model to assist counties in identifying their needs, moving away from the previously used Organizational Needs Assessment (ONA) process that was utilized in previous years. In utilizing this process, counties are introduced to the DAPIM process, and are encouraged to form sponsor teams and continuous improvement teams, which collectively comprise all levels of staff and programmatic decision makers. Counties go through a process of identifying their strengths and gaps, as well as analyzing root causes and formulating their Desired Future State. The work results in the county forming their Continuous Improvement Plan (CIP). The transition from ONA reports to CIPs allows for a more fluid and continuous assessment and identification of county needs for both training and technical assistance. In addition, the DAPIM process has also resulted in the development of work products that counties can utilize moving forward. These products can also be shared among counties.

Organizational effectiveness technical assistance efforts included: 1708 contacts and 6,323 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 2010/2011, 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 coursework 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

In FY 2010/2011, CWEB students completed 1774 hours 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. 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.

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 and software applications 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. 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. The design and content for each website and application is decided upon by the respective advisory boards and committees assigned to the sites, as well as input from other avenues. The following websites and applications were developed, maintained, and/or supported by the Training Program over FY 2010/2011.

- **Youth Advisory Board**: Added a state Youth Advisory Board section consisting of news, updates, and meeting information. Also added the 2010 IL Youth Retreat materials and media to the website www.independentliving.org.
- **PACWTP (Training Program home site)**: Completely restructured the navigation of the website to reflect the reorganization of the Training Program. Redesigned the Family Centers section of the site as well as added a new resource section for accessing important news and documents. Updated, supported and maintained regularly.
- **Independent Living PA**: Updated, supported and maintained regularly.
- **PILOTS**: Updated and ran quarterly reports, provided support and maintenance.
- **E-LEARN**: Deployed a new online Learning Management System site (www.E-LEARN.Pitt.edu) to offer online courses and transfer of learning modules. This site is also linked to ENCOMPASS and can share data such as users, training credits, and transfer of learning data.
- **Fiscal Panther and Fiscal Panther Light**: These applications were developed in the fall of 2010 for the Training Program to track all expenditures and to assure greater accountability of funding.
- **ENCOMPASS**: In FY 2010/2011 a local version of ENCOMPASS was built to allow for Training Program staff to access resources for their daily tasks more efficiently. Additionally, an import function was built to create logins for child welfare workers to access the online trainings on the E-LEARN site.
- **Developmental Screening Application**: This database was developed in the spring of 2009 to allow for counties to enter developmental screening information and produce reports and ticklers on children. In FY 2010/2011, additional programming, reports, and maintenance were provided.
- **CWTPPROJECT**: A Microsoft SharePoint/Project site was implemented to track resources and time spent on the various initiatives, as well as tracking progress and documentation on projects. Moving forward, this site has replaced the recording of contact logs in ENCOMPASS, and will produce reports on PIP and IGA deliverables, as well as many other areas.

**Information Technology Support**

Integration of technology into the Training Program has taken on a multitude of changes over FY 2010/2011. In August of 2010, the Training Program launched its online course site (www.e-learn.Pitt.edu). Since then, seven online courses have been developed and deployed, beginning with ten Charting the Course TOL modules as well as several other courses that are currently in the testing and pilot phase. An import function was built into ENCOMPASS to create credentials for trainees to log into the E-LEARN site and begin taking the online courses.

The use of WebEx has also proved to be a valuable tool in not only integrating technology with the Training Program, but also as a means of saving the Training Program and its affiliates time and money spent on travel by connecting to meetings and trainings remotely. Over FY 2010/2011, the Training Program hosted 166 WebEx sessions consisting of meetings, QUACS, and trainings, including but not limited to Safety Support Sessions, FGDM Statewide, Interstate Compact, PIP, Training Steering Committee, staff and department meetings, Educational Screening trainings, NYTD training and TOL sessions, Families and Communities United, and CAPTA.

In addition, the Training Program resolved approximately 576 Helpdesk tickets, provided network and infrastructure support to the Training Program and its affiliates, and provided onsite computer assistance to approximately 823 on- and off-site functions.

In FY2010/2011, the Training Program’s resource library received many updates; including the following resources.
“The 2020 Workplace: How Innovative Companies Attract, Develop, and Keep Tomorrow’s Employees Today” by Jeanne C. Meister; Hardcover; 2 copies

“The Distance Manager: A Hands On Guide to Managing Off-Site Employees and Virtual Teams” by Kimball Fisher; Hardcover; 2 copies

“Crucial Confrontations: Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior” by Kerry Patterson; Paperback; 2 copies

“The Extraordinary Leader: Turning Good Managers into Great Leaders” by John Zenger; Hardcover; 5 copies

“Managing the Mobile Workforce: Leading, Building, and Sustaining Virtual Teams” by David Clemons; Hardcover; 2 copies

“Destroying Sanctuary: The Crisis in Human Service Delivery Systems” by Sandra L. Bloom; Hardcover; 2 copies

“Crucial Conversations: Tools for Talking When Stakes Are High” by Kerry Patterson; Audio CD-4 CD set; 4 copies

“Put Your Mindset to Work: The One Asset You Really Need to Win and Keep the Job You Love” by James Reed; Paperback; 4 copies

“Influencer: The Power to Change Anything” by Kerry Patterson; Audio CD- 7CD set; 2 copies

“Crucial Confrontations: Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior” by Kerry Patterson; Audio CD-4 CD set; 2 copies

“On The Job In Child Welfare: Recruiting, Retaining, and Supporting a Competent Workforce” by Floyd J. Alwon; Paperback; 2 copies

“Making Things Happen” by Scott Berkun; Paperback; 2 copies

“Asset Building and Low-Income Families” by Signe-Mary McKernan; Paperback; 1 copy

“A Project Manager’s Guide-Results Without Authority-Controlling A Project When The Team Doesn’t Report To You” by Tom Kendrick; Paperback; 2 copies

“Child Welfare Research-Advances for Practice and Policy” by Duncan Lindsey; Hardback; 1 copy

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 test of the morality of a society is what it does for its children.

-DIETRICH BONHOEFFER

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