University of Pittsburgh
School of Social Work

PENNSYLVANIA CHILD WELFARE RESOURCE CENTER

Fiscal Year 2011/2012 Annual Report

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

- Vince Lombardi

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University of Pittsburgh, School of Social Work
Pennsylvania Child Welfare Resource Center

DIRECTOR'S FISCAL YEAR 2011/2012 HIGHLIGHTS

The Pennsylvania Child Welfare Resource Center had another year of exceptional opportunities and new challenges, starting with changing our name to reflect all that we do! The Resource Center educated 16,927 trainees in 1,463 different workshops/ trainings. In addition to the original mandate of training, the Resource Center expanded its contributions to continuous quality improvement both internally and with our system partners. These efforts took many forms but encompass most of our work. We supported Phase II of the Quality Service Reviews (QSR) process which included staff in multiple roles such as site leads, mentors, mentees, and reviewers in the counties. As in Phase I, staff find these opportunities to be reflective of current practice and informing our role in system changes. The Practice Improvement staff have continued their mastery of the DAPIM™ model, such as facilitating the development of the county improvement plans. The Resource Center has played a vital role in the implementation and monitoring of the completion of the Program Improvement Plan (PIP). In addition, we have supported the continued advancement of the Technical Assistance Collaborative, developed for the purpose of serving counties more effectively and efficiently in their quest for quality improvement. And last but not least, we have increased our research and evaluation of trainings, products such as the safety tool, and measuring the impact of our technical assistance. All of these efforts will continue into the next fiscal year with intent to improve outcomes for children and families.

We are pleased to report that the Resource Center has continued the expansion of development and delivery of curriculum and transfer of learning activities in an online format. The Resource Center now offers 23 on line courses which includes CAST I. By providing quality online training opportunities to child welfare professionals

we have sought to ease their concerns regarding time and travel constraints. We are investigating different methodologies for delivery of training to enhance the trainees' skill acquisition while being efficient and cost effective for the counties. This area will continue to be a priority for the next fiscal year.

Again we held the Youth Retreat at Johnstown, PA on August 13-17, 2012. This year's theme was C.L.A.I.M. (Claiming Lives Advancing Independent Memories) and was very successful. In furtherance of our commitment to advancing the youth goals, we committed to hiring a former youth ambassador to a full time position. We value the importance of the contributions that youth leadership makes to system improvement; we are modeling the practice and will continue to find other opportunities to advance this goal.

The Resource Center is committed to operating more efficiently and cost effect. Our work has become more focused, connecting the work to the continuous quality improvement cycle that will produce better outcomes. This is possible because of the collaboration of our system partners. We 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.

Maryrose McCarthy
Director of the Pennsylvania Child
Welfare Resource Center

RESOURCE CENTER OVERVIEW

The Pennsylvania Child Welfare Resource Center (Resource Center) 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 Resource Center 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 Resource Center 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 Resource Center 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 Resource Center.

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 Resource Center's leadership team, believing strong leadership is the key to an effective organization.

LEADERSHIP

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

ORGANIZATIONAL STRUCTURE

The Pennsylvania Child Welfare Resource Center 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 Resource Center, 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 Resource Center 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 Resource Center can provide the support through the phases of continuous quality improvement, including initiatives needed to promote outcomes.

The Resource Center 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 Resource Center coordinates training, transfer of learning support and technical assistance in locations throughout the Commonwealth. In addition, the Resource Center ensures adequate training for all county children and youth agency staff to meet certification requirements. Staff who have the benefit of all the components, training, transfer of learning

support, and technical assistance 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 Resource Center 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 Resource Center is comprised of the following departments:

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

A LOOK BACK AT FISCAL YEAR 2011/2012

During FY 2011/2012, the Resource Center 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 Resource Center has undertaken the strategy of conducting research and evaluation to promote national leadership in child welfare research and implementation to practice. The Resource Center intends that research and evaluation efforts will improve the quality of practice and system functioning in the Commonwealth. During this fiscal year, the Resource Center undertook several major research and evaluation efforts.

Family Group Decision Making (FGDM) Evaluation

The Resource Center received surveys from over 2,500 Family Group Decision Making conferences that were held across the state. Some counties and providers do not participate in the Resource Center's evaluation; therefore, it is likely that the number of conferences held across the state is higher.

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.

Results from the conference surveys continue to show that families view the conferences positively and find them to be beneficial. The number of family members and friends participating in conferences continues to grow as does the number of counties participating in the evaluation. The Family Group Evaluation Subcommittee is continuing efforts to expand participation as well as measure outcomes and impact.

Transfer of Learning (TOL) Evaluation

The Resource Center 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 evaluation is ongoing and the team is pursuing expansion of the project to include additional training topics and other measures to evaluate transfer.

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 Resource Center 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.

Results from the study have shown that there is a low to moderate statistical relationship between the overall risk and safety scores. This means there is a slight relationship but risk and safety are not measuring the same things. Additional analyses of the Risk Assessment process showed low levels of reliability and validity. Reliability analysis of the Safety Assessment Process showed strong reliability but additional information was needed to study the validity of the process.

The Resource Center has collected some additional data from counties and is examining the validity of Pennsylvania's Safety Assessment and Management Process. A workgroup, The Risk and Safety Review Workgroup, convened in May of 2012 to begin examination of the safety and risk processes in order to develop a tool that more accurately reflects the continuum from safety to risk. This workgroup is time limited and must complete its tasks within two years. Workgroup tasks include recommendations regarding the risk and safety processes as well as a pilot of revised processes along with supporting a roll out and implementation plan.

Developmental Screening Evaluation

In 2008, Pennsylvania established a mandate to comply with Child Abuse Prevention and Treatment Act (CAPTA) and Individuals With Disability Education Act (IDEA) legislation, that every child under the age of three with a substantiated abuse report receive a screening for developmental and social-emotional concerns, with a strong recommendation that every child with an open child welfare case under the age of five receive the screening as well. The Developmental Screening Evaluation Project began in 2009 to evaluate the effects and implementation of the state mandate. The project was divided into three phases. During Phase I phone interviews were conducted with child welfare and early intervention (EI) agencies across the Commonwealth to determine how counties were handling the mandate. Participation in Phase I of the project was excellent with 100% participation from child welfare agencies and 98% participation from early intervention agencies. A web-based database was created for the Phase II data collection of children's screening results and demographic characteristics, which includes several reporting functions for counties to utilize. The third Phase entails the interviewing of a random sample of caregivers from 30 randomly selected counties across the Commonwealth. Phase III began in June 2010 and will continue until October 2012; however, nearly half the counties selected in the Western and Central regions, and close to 70% of the counties selected in the Northeast and Southeast regions have already met their recruitment goals.

As of September 2012, 337 caregivers across the state participated in Phase III. The majority of caregivers who were interviewed have been biological mothers, with a small percentage of biological fathers, and kinship care providers. A surprising number of caregivers reported not finishing high school (29%). 41% of caregivers reported their families being involved with child welfare when they were children, with 22% saying they spent time in out-of-home care. In addition, 24% of caregivers said they experienced interpersonal violence in the past year. 37% of caregivers acknowledged currently receiving mental health services. Caseworkers and caregivers alike reported overwhelmingly positive experiences with the screening. Caseworkers have been successfully using the screening as an engagement tool and feel the screening is an excellent way to educate both themselves and caregivers about child development. 95% of caregivers rated the screening as somewhat or mostly positive. Contrary to popular belief, 74% of caregivers rated their child welfare experience as somewhat or mostly positive. In fact, on two standardized measures (Strengths-Based Practice Inventory and Client Engagement in Child Protective Services Measure), caregivers acknowledged that their caseworkers were competent at their jobs, helped them build on their strengths, showed mutual respect, empathy, and shared goal setting. Since caregivers reported feeling isolated and rated their families' ability to cope with problems and their existing social support as neutral on the Protective Factors Survey, they were sent brochures for the Families & Communities United program at the end of their participation.

The research team has made recommendations to OCYF regarding the findings of the research project. Quality screenings are paramount to ensuring children in need are receiving the proper services. Continued training, support, and having the proper materials to conduct the screening all lead to good, quality developmental and social-emotional screenings. With both child welfare and early intervention agencies acknowledging service gaps, it became obvious that additional service providers are needed, especially in rural counties. Better collaboration between Early Invention and child welfare can greatly improve the outcomes of the children being served. Including the Ages & Stages Questionnaire®:Social-Emotional in early intervention's developmental screening battery will further align the screening initiatives of the two agencies and provide an opportunity to establish social-emotional services for children who may not be involved in the child welfare system.

TRAIN CHILD WELFARE PROFESSIONALS

The Resource Center 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 Resource Center 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 Resource Center'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 offered and/or provided to ChildLine and Interstate Compact Placement of Children staff; resource and foster parents; family center staff; Department of Public Welfare staff; and Office of Children, Youth and Families staff. The Resource Center also identified and delivered training topics pertinent to private provider agencies' staff, county stakeholders, and statewide collaborators. Further, training sessions have been provided to Resource Center staff, trainers and consultants. In addition to the training sessions provided at its central and regional locations, the Resource Center 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 Resource Center 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); Supervisor 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 June 2012, the Resource Center began its statewide roll out of extensive revisions of the Supervisor Training Series, which consist of five (5) modules of 60 hours of in classroom instruction. The Resource Center also continued its delivery of the revised CTC curriculum, which consists of ten (10) modules of 120 hours in classroom instruction and six hours of on-line transfer of learning (TOL) pre and post content and activities. In addition, the Resource Center rolled out 17 other online training opportunities including:

- CAST Module 1: Thinking Critically
- CAST Module 2: The Historical Foundations of Child Welfare
- CAST Module 3: Balancing Parental Rights with Society's Interest in Protecting Children
- CAST Module 4: The Evolution and Interdependence of Child Welfare Practice and the Law
- CAST Module 5: The Etiology of Child Maltreatment
- CAST Module 6: Categories and Trends in Child Maltreatment
- CAST Module 7: Indications of Child Maltreatment
- CAST Module 8: Medical Issues Related to Child Maltreatment
- CAST Module 9: Diversity Issues Related to Child Maltreatment
- CAST Module 10: Multidisciplinary and Interagency Response to Child Maltreatment
- CAST Module 11: Assessing Family Functioning in Child Maltreatment
- CAST Module 12: Engagement and Interactional Skills in Child Maltreatment
- CAST Module 13: Secondary Traumatic Stress, Burnout, and Self-Care in Work with Child Maltreatment Cases
- CAST Module 14: Role of Advocacy in Child Maltreatment
- CAST Module 15: Child Advocacy Studies: A Capstone Experience
- Statewide General Protective Services (GPS) Response Times
- ACT 101 Overview

The following chart provides statistics for online course delivery over FY 2011/2012.

Course	Participants
Making a Case for Safety	23
ACT 101	24
Statewide General Protective Services (GPS) Response Times	215
Peer Review Training	64
Making the Connection: The Adolescent and Caregiver Response	6
National Youth in Transition Database (NYTD)	4
Charting the Course (TOL online)	444
Using your Fujitsu Tablet PC	36
Youth and Family Engagement and the Use of Technology	16

The Resource Center delivered 1,463 workshops consisting of 2,118 days of training or 12,708 hours of training. A total of 16,927 participants (duplicated or 5,327 unduplicated) attended training, with 649 participants enrolling in Charting the Course and 669 completing Module 10 of Charting the Course during fiscal year 2011-2012. Students participating in the Child Welfare Education for Baccalaureates (CWEB) program are expected to enroll in CTC during the course of their child welfare studies and begin the certification process.

The following chart provides delivery statistics for training session topics.

Type of Workshop	Number of Workshops	Number of Days	Number of Hours
Charting the Course	441	855	5,130
Supervisor Training Series (CORE)	102	204	1,224
*Specialized and Related training	661	811	4,875
Supervision trainings	10	9	54
Fiscal trainings	7	19	114

Trainer and Consultant trainings	7	4	24
Administrator trainings	7	3.5	21
Education Screen	58	58	348
Youth and Family Engagement with Technology	2	1	6
Safety trainings	33	53	318
Foster Parent trainings	45	20	118
Quarterly Practice Series	40	20	120
Development of the Trainer	7	9	52
Quality Service Review	28	38	226
Training on Content	15	15	78
TOTAL	1,463	2,118	12,708

*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 Resource Center 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 2011/2012, 355 direct service workers received Direct Service Worker Certificates. In addition, 72 supervisors received certification after completing the Supervisor Training Series and 4 administrators were certified upon completion of Leadership Academy: Foundations of Leadership Series. The Resource Center also issued 78 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 Resource Center 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 /2011/2012, the Resource Center training pool consisted of 150 contracted trainers.

The Resource Center 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 Resource Center and its training standards. The DOT sessions further develop trainers' knowledge regarding adult learning theory and promote skill development in training delivery. The Resource Center conducted two DOT sessions for approximately 20 new trainers and consultants. 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 15 TOC sessions were conducted this fiscal year:

- 207: Family Finding
- 207: Introduction to Family Group Decision Making (FGDM) - Part I
- 207: Introduction to Family Group Decision Making (FGDM) - Part II
- 531: Module 1 The Preparatory & Beginning Phases of Child Welfare Supervision (STS)
- 501: Module 2 Living the Mission of Child Welfare (STS)
- 521: Module 3 Middle/Work Phase of Supervision (STS)
- 543: Module 4 Managing Diversity Through the Employment Process (STS)
- 540: Module 5 Endings and Transitions: Managing Staff Retention, Satisfaction and Separation (STS)
- 309: Prescription Drug Abuse
- 521: Quality Service Reviews
- 502: Charting the Course towards Permanency for Children in PA: Supervisor Overlay
- 411: Overview of Child Welfare and Fiscal

To further ensure the quality of training delivery, the Resource Center 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 Resource Center completed 41 trainer observations which included mentoring, first time trainer, new content, and biennial observations. The Resource Center also conducted 12 technical assistance sessions with trainers.

The Resource Center 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 Resource Center 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 Resource Center distributed six editions of the Palette.

PROVIDE CONSULTATION AND SUPPORT

The Resource Center has undertaken the strategy of providing consultation and support with the outcome of facilitating positive, strategic change to improve family serving systems. By providing consultation and support to our customers, we strive to collaboratively 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 and stakeholders is manifested in a variety of interventions including onsite assistance and practice support, transfer of learning activities, leadership and participation in statewide committees, and efforts to recruit, train and maintain quality consultants.

Assisting counties in implementing evidence based, empirically supported services by providing onsite support, planning, preparation, training, and technical assistance to county children and youth administrators, supervisors and caseworkers is one of the primary ways in which the Resource Center achieves this strategy. This includes assisting with the implementation of the Pennsylvania Quality Service Review, continuous quality improvement efforts and outcomes, youth and family engagement, and the Pennsylvania Child Welfare Practice Model.

Providing Ongoing, Onsite Technical Assistance, Clarification, Support and Materials

The Resource Center provides assistance in identifying promising and best practices occurring both in Pennsylvania and nationwide, engaging counties in implementing the strategies in a strategic and systematic approach using the American Public Human Services Association (APHSA) enhanced Organizational Effectiveness (OE) Framework DAPIM™ model. The DAPIM™ model is the primary vehicle to effect positive change at the local and state 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 impact quality products, services and outcomes. Once those issues are defined, the system 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 assessment process leads to the planning process, which is also an inclusive process, culminating in the creation and completion of an improvement plan. The plan begins with the prioritization of gaps and then identifying root causes. The plan includes action steps that result in the desired improvements aimed at addressing both rapid and long term progress.

Successful implementation of change requires 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 Resource Center has worked extensively with APHSA to develop a curriculum to train facilitation skills for new staff members, as well as trainers, consultants and interested county and stakeholder staff. 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: onsite meeting facilitation, guided facilitation, group discussions, strategic planning, and focus groups, as well as site reviews, technical support, and transfer of learning sessions. During 2012, CWRC staff began using Project Server to plan, track and monitor services. The chart and narrative summaries below highlight some of the initiatives and time involved in providing technical assistance to our customers.

Technical Assistance by Initiative	Hours 2011-12
Family Center Annual Visits and Technical Assistance	146
Family Engagement	273
Independent Living Annual Visits and Technical Assistance	835
Organizational Effectiveness	1,260
Permanency Planning	211
Quality Service Review and Continuous Quality Improvement (CQI)	2,026
Risk and Safety Assessment	854
Supervisor Support and Engagement	73
Totals	5,678

Family Center Annual Visits and Technical Assistance

Family Centers play an integral part in helping to strengthen families by providing support to become healthy, educated and self-sufficient. In partnership with Department of Public Welfare's (DPW) Office of Children, Youth and Families, the Resource Center provides training and technical assistance to Family Centers including:

- Conducting a minimum of one site monitoring visit annually to 50% of grantees for Family Centers, PRF 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, coordinating, and attending regional meetings and retreats for Family Center staff, organized in collaboration with Family Center directors and other staff in order to provide training and networking opportunity to regional Family Centers.
- Supporting the planning, implementation, and monitoring of an annual event.
- Providing WebEx and conference calling as a participant on the Family Center Executive, Steering, and local networking committees.
- Disseminating reports to Centers, OCYF, and nationally to communicate and support Family Center services.

Family Engagement

Family Engagement continues to be a key strategy for practice improvement. To support engagement efforts, the CWRC provides consultation and support to Family Group Decision Making (FGDM), family finding, strength based solution focused interventions, Families and Communities United, and many youth engagement efforts. See also the Youth and Family Engagement and Integration section of this report. During 2011/2012, CWRC staff continued to support the FGDM Leadership Team in offering Statewide FGDM Implementation Team meetings and WebEx sessions. During April 2012, the CWRC supported the FGDM conference in Hershey, Pennsylvania. The conference was conducted in partnership with Administrative Office of Pennsylvania Court (AOPC), OCYF, Juvenile Court Judges' Commission (JCJC), American Bar Association (ABA), private providers, families and the FGDM Leadership Team. Over 300 participants attended to learn more about strengthening their family engagement practices. The Resource Center also continued to support FGDM implementation in Pennsylvania by providing training,

transfer of learning, and technical assistance regionally and for specific counties. Resource Center staff continue to support the FGDM Training and Evaluation Subcommittees and ongoing efforts of these groups as highlighted in other sections of this report.

Family finding technical assistance and training efforts also continued to expand during 2011/2012. The CWRC staff work in partnership with counties, other technical assistance providers, and OCYF to support successful discovery, planning, decision making, evaluation, and follow up for children involved in the child welfare system. There were 4 trainers developed to train Family Finding and 114 Family Finding Workshops were held during FY 2011/2012.

The Resource Center also continued to provide onsite technical assistance to counties requesting assistance with their family engagement products and services. Additional support is provided through training and transfer of learning sessions including engaging families, engaging incarcerated parents, engaging Latino families, and sessions regarding organizational engagement and the parallel process.

Independent Living Annual Visits and Technical Assistance

The Resource Center continues to provide annual site visits to all 66 county 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. The CWRC staff also support SWAN events and encourage permanency and IL child welfare professionals to attend quarterly and statewide meetings. Regional networking sessions are held at the request of IL staff to share resources, tools, and lessons learned across programs. Practice Improvement Specialists provide integrated technical assistance, lessening the isolation of IL Services from other county services to youth and families and supporting connected continuous quality improvements.

The CWRC provides additional IL and older youth services and outcomes including the Youth Retreat, Youth Advisory Boards, Youth Ambassadors, youth co-trainers, focus groups, leadership to statewide committees, and many trainers. More information on youth engagement services is included throughout this report.

Organizational Effectiveness (OE)

Organizational Effectiveness services include using the DAPIM™ Model to support organization change and improved outcomes for children and families. Specific services include the development of sponsor and implementation teams, leadership support,

facilitation of sessions, documentation of efforts, connections to resources and other stakeholders, improvement plan support, and sharing data informed evidence based practices. Organizational assessments are done through staff surveys and focus groups generating reports that inform change efforts. The CWRC staff exemplify Pennsylvania's Practice Model and core social work values in all of our efforts.

Permanency Planning

CWRC Permanency planning services include strong collaboration with youth and families, counties, SWAN, ABA, Legal Services Initiative (LSI), AOPC, providers, and many others. Specific consultation and assistance includes supporting case reviews, attending and facilitating meetings, sharing resources and data, coordinating services for PPI counties, presenting at conferences, and many of the other services focusing on improving outcomes for older youth highlighted throughout this report.

Continuous Quality Improvement/Quality Service Reviews (CQI/QSR)

During 2011/2012, CWRC supported 13 counties in conducting quality service reviews. In conjunction with OCYF, counties and stakeholders, hundreds of cases were reviewed including interviews with families and focus groups with agency staff and community stakeholders. The CWRC assistance includes project management, state site leadership, team development and support, conducting trainings, facilitating focus groups, sharing final reports, and supporting next steps. The CWRC provided ongoing technical assistance to support the counties continuous quality improvement efforts. For more information on CQI/QSR, see also the Advocate for Policy and Practice Change and Develop and Implement a Quality Improvement Process section of this report.

Safety Assessment

Support and consultation for the planning and implementation of the In-Home Safety Assessment and Management Process (SAMP) continued in 2011/2012, with the Regional Practice Improvement Specialists providing consultation and technical assistance to county and OCYF regional offices surrounding implementation and ongoing practice issues. Support continued to be provided to counties in the form of technical assistance through Transfer of Learning activities, development of documentation templates and case reviews. A formalized Transfer of Learning curriculum was developed in which counties were able to receive credit for sessions which were facilitated jointly by CWRC and OCYF regional office staff.

Implementation of the Out-Of-Home Safety Assessment and Management Process (OOH SAMP) was scheduled to occur July 1, 2011. In early July 2011, in response to

ongoing questions and concerns regarding the implementation of In-Home SAMP, OCYF made a decision to delay the implementation of Out-Of-Home SAMP until questions and concerns related to both In-Home and out-of-home SAMP could be addressed. Feedback regarding the SAMP process and ways to improve the process were gathered through focus groups that were held with both supervisors and caseworkers, facilitated by CWRC Program Improvement Specialists, Supervisors, and Statewide Quality Improvement staff. Information from those focus groups was compiled and provided to various stakeholders involved in the implementation of SAMP, including Pennsylvania Children and Youth Administrators (PCYS), counties and the SAMP workgroup.

In October 2011, a decision was made to expand the existing Safety Assessment Committee to include a strong county and regional Office representation to review the In-Home SAMP process and to guide the implementation of Out-Of-Home SAMP. Resource Center staff co-chaired that group, now the SAMP Workgroup, with OCYF central office, and provided administrative and technical assistance for scheduled meetings and planning. The CWRC provided support and consultation in the changes implemented to the In-Home SAMP process, as well as in the ongoing planning for the Out-of-Home SAMP process scheduled to take place in July 2013. Implementation of Out-of-Home SAMP will include CWRC providing training for counties, differing from the County Safety Lead model that was utilized with the initial Out-of-Home SAMP implementation. The Resource Center has recruited and trained additional trainers in an effort to increase capacity to meet this need in 2012/2013; and has the responsibility of updating existing curriculum for both In-Home and Out-of-Home SAMP trainings.

Representation on the SAMP Workgroup, leadership responsibilities for key implementation points, consultation with counties in 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.

Supervisory Engagement

Pennsylvania recognizes that supervisors are the primary practice change agents in the field of child welfare. The Resource Center is strengthening our resources and support to assist supervisors in their leadership roles. Consultation and support services include onsite technical assistance, transfer of learning, network sessions, learning events, and the convening of a statewide supervisory advisory workgroup. During 2011/2012, many learning events were delivered for supervisors through Quarterly Practice Sessions (QPS) and Supervisor Training Events (STE). Both the QPS and STE provide educational and supportive supervisory forums rooted in our practice model.

The Supervisor Advisory Workgroup (SAW), consisting of county supervisors, regional offices and CWRC staff, was formed to assist in the planning and delivering of these sessions as well as in the development of technical assistance and transfer of learning activities. This forum, chaired by CWRC and a county supervisor, ensures that the supervisor's role and voice is incorporated in the development of training, technical assistance and transfer of learning services.

Transfer of Learning

Transfer of Learning (TOL) is a structured, deliberate set of activities or resources intended to help participants make the connections from theoretical concept and associated skill to integrating that concept into practice. It is comprised of a planned series of steps or activities that continue outside of a learning event. The Resource Center values TOL as a critical link to changing child welfare practice. TOL participants continue to express their appreciation of TOL efforts in assisting them with on the job application of knowledge and skills learned in training or facilitated discussion.

During 2011/2012, the Resource Center provided over 130 TOL hours focused on 3 trainings: Engaging Clients from a Strength-Based, Solution Focused Perspective; In-Home Safety Assessment: A Closer Look at the Fourteen Safety Threats; and Safety Assessment Support Session: A Collaborative and Strength-Based Approach. Additional transfer of learning activities were provided during onsite facilitation and regional meetings.

Maintain and Support a Quality Pool of Professional Consultants

The Resource Center utilizes practitioners as consultants to provide consulting services to county children and youth agencies and statewide efforts. Consultants must have thorough knowledge of Pennsylvania child welfare practice, the Pennsylvania Practice Model, 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 including the use of DAPIM™. Consultants are encouraged to participate in QSRs.

The Resource Center revised and implemented a consultant interviewing, selection and assessment process as well as restructuring the consultant process to better align it with existing and successful trainer processes. One of the main outcomes of this work is the combined Development of Trainers/Consultants (DOT/C) training which enhances our ability to recruit and retain quality consultants and trainers. Additional training on DAPIM™, facilitation, curriculum writing, and QSRs is also available to support consultants.

The Resource Center did one Development of Trainer/Consultant training during 2011-2012, with nine attendees interested in providing consultation services. During the year, consultants were utilized to support CWRC efforts including OE, QSRs, facilitating DAPIM™ sessions, evaluation, and writing curriculum.

Resource Center Staff Participated in and/or Chaired the following committees:

- AOPC Engaging Absent Fathers Workgroup – Gene Detter and Denise Hoffman
- AOPC Transitional Youth Workgroup - Justin Lee
- AOPC Visitation Committee - Deborah Mock
- AOPC Engaging Incarcerated Parents - Brant Duda and Laura Borish
- AOPC Leadership – PPI Committee – Christina Fatzinger, Wendy Unger, and Maryrose McCarthy
- AOPC Legal Representative Workgroup – Sharon England
- AOPC Summit Planning – Mike Byers
- APHSA Peer Networking - Jennifer Caruso
- CAPTA – Marsha Lynch, Wendy Unger, Mike Byers, Maryrose McCarthy, and Shauna Reinhart
- Diversity Taskforce - Cindy Gore, Katie Pomeroy, and Mike Danner
- Family Center Workgroups - Andrea Richardson
- Families and Communities United - Denise Hoffman, Mike Byers, Cindy Gore, Mike Danner and Catherine Collins-McDaniels
- Family Group Decision Making - Christina Fatzinger, Denise Hoffman, Maryrose McCarthy, Andrea Richardson, Robert Winesickle, Shauna Reinhart, and Brandie Gilbert
- Family Group Decision Making Western Region - Laura Borish
- Leadership Academy Quality Assurance Committee - Deb Mock, Maryann Marchi, Brandie Gilbert and Maryrose McCarthy
- Maternal Infant Child Home Visiting Steering Committee – Maryrose McCarthy
- National Staff Development and Training Association (NSDTA) Advisory Board – Maryrose McCarthy
- Pennsylvania Family Support Alliance Board - Maryrose McCarthy
- Pennsylvania State Family Resource Advisory Board – Sharon England
- Pennsylvania State Family Resource Conference Planning - Brandie Gilbert and Marsha Lynch
- PIP Timely Permanency - Kim Deiter, Laura Borish, Maryann Marchi and Catherine Collins-McDaniels
- PIP Sustaining Change - Jeanne Schott, Mike Byers, Brandie Gilbert, Deborah Mock, Bill Dougherty, Kathleen Swain, Wendy Unger, Maryann Marchi, and Catherine Collins-McDaniels
- Quality Visitation Workgroup - Marsha Lynch, Maryann Marchi, Mike Byers, Cindy Gore, Barbara Huggins, and Catherine Collins-McDaniels

- Safety Assessment Workgroups - Chris Reese, Robert Winesickle, Bill Dougherty, Mike Byers, Shauna Reinhart, Lisa Crone and Kathy Williams
- Statewide Youth Advisory Board – Justin Lee
- Strengthening Families Advisory Board – Maryrose McCarthy and Kim Deiter
- Supervisor Advisory Workgroup - Jody Price, Sharon England, Brian Davis, Brandie Gilbert, Eugene Caprio, Jennifer Zajac, and Matthew Kerr
- SWAN Advisory Board – Laura Borish
- SWAN Permanency Conference Planning Committee – Steve Edison
- SWAN Quarterly and Statewide Meeting Planning Committee - Marsha Lynch and Brandie Gilbert
- Technical Assistance Collaborative - Mike Byers, Wendy Unger, Maryrose McCarthy, Matthew Kerr, Rhonda Gladfelter, Sharon England, Kim Deiter

ORGANIZE AND SPONSOR EVENTS

The Resource Center 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 Resource Center offers continuing education (CE) credit hours for Licensed Social Workers (LSWs). The Resource Center awarded over 12,000 professional continuing education credit hours to participants. In addition, the Resource Center collaborated with the following organizations to provide continuing education credit hours for their training events:

- Bucks County Children & Youth
- Jefferson County Children & Youth
- Office of Children and Families in Court (OCFC)
- PA Family Support Alliance
- United Methodist Home for Children

Among the five (5) agencies listed above, there were 343 trainings requested with 434 participants issued continuing education credits

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

Training Room Usage in the Mechanicsburg Office

Fiscal Year	Total Number of Meetings/Trainings Held by Other Agencies	Number of Meetings/ Trainings Held Per Month by Other Agencies
July 1, 2006 to June 28, 2007	275	23 per month
July 1, 2007 to June 30, 2008	421	35 per month
July 1, 2008 to June 30, 2009	459	38 per month
July 1, 2009 to June 30, 2010	440	37 per month
July 1, 2010 to June 30, 2011	488	41 per month
July 1, 2011 to June 30, 2012	465	39 per month

- There are 154 agencies currently on the approved list.
- Of these, 68 agencies currently schedule meetings/trainings on a regular basis.

Training Room Usage in Locations Statewide

Type of Training/Meeting Held	Training Room/ Number Held	Agency Using Facility
	Altoona Training Room	
Trainings/Meetings	68	Resource Center
	2	OCYF Staff
	Mayfield Training Room	
Trainings/Meetings	111	Resource Center
	Meadville Training Room	
Trainings/Meetings	130	Resource Center
	Monroeville Training Room	
Trainings/Meetings	206	Resource Center
	Montgomery County Training Room	
Trainings/Meetings	140	Resource Center
	Williamsport Training Room	
Trainings/Meetings	83	Resource Center
	4	JM Training & Consulting
	1	Concern4Kids
	1	OCYF Staff

Training Partnerships

The Resource Center 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), Family Group Decision Making Leadership Team, and Fiscal Quality Assurance Committee (QUAC).

- Pennsylvania State Resource Parent Association Fall Conference: fall 2011 – provided presenters and coordination assistance.
- Supervisor Training Event in fall 2011, titled OCYF's Legislative and Policy Updates and Enhancing Assessments-Getting to Underlying Issues (attendees included public, private and state level key stakeholders).
- Supervisor Training Event in spring 2012, titled Reflective Supervision and Endings and Transitions (attendees included public, private and state level key stakeholders).
- Consultant and Trainer Regional Events in fall 2011, titled Meeting Your Customer Where They Are (attendees included consultants and trainers for the Resource Center)-collaborated with the Consultant and Trainer Advisory Group (CTAG) to provide these trainings.
- Consultant and Trainer Regional Events in spring 2012, titled Training Dollars and Your Taxes (attendees included consultants and trainers for the Resource Center)-collaborated with the Consultant and Trainer Advisory Group (CTAG) to provide these trainings.
- Pennsylvania Children and Youth Administrators (PCYA) quarterly training in fall 2011 titled Agency Culture: Promoting and Supporting Critical Thinking Through Psychological Safety and Accountability (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 2012 titled Managing Change: Strategies for Exerting Influence (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 2012 titled Conducting Business in Fiscally Challenging Times: Strategies and Tools to Get There (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 2012 titled Technology in the Workplace: Legal and Ethical

Ramifications (attendees included Pennsylvania Children and Youth Administrators) - collaborated with the Leadership Academy QUAC to provide this training.

- Diversity Task Force's spring 2012 regional events titled Embedding Diversity into Family Engagement Strategies- 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).
- Family Group Decision Making's spring 2012 statewide conference, titled FGDM: The Next Level …Building Upon Our Success (attendees included administrators, judges, supervisors, and key supporters of FGDM) – collaborated with the Family Group Decision Making Statewide Team to provide this conference.

The Resource Center 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 Childrens' Services Plan (ICSP), American Bar Association (ABA), 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 2011/2012 the Resource Center supported:

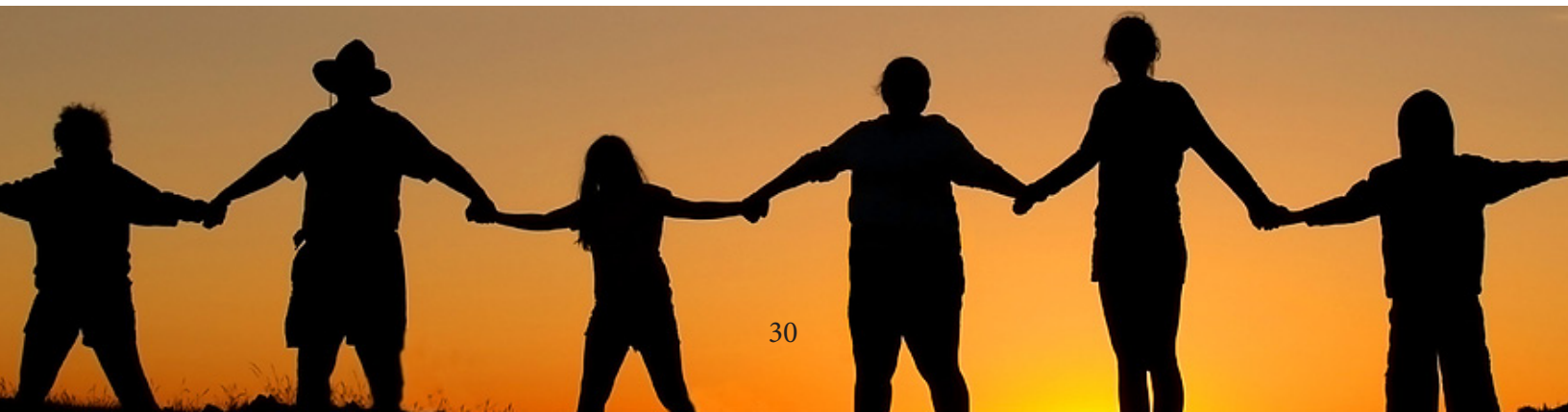
- 12 Statewide Adoption and Permanency Network (SWAN) and Independent Living (IL) regional meetings – collaborated with SWAN's prime contractor, Diakon Family Design Resources (FDR), to provide these events
- 1 SWAN statewide Meeting: Summer 2011
- 1 SWAN statewide Meeting: Winter 2012
- 4 Statewide Youth Advisory Board (YAB) statewide meetings
- Provided 152 SAT Waivers to Independent Living youth through the Independent Living Project's SAT and College Fee Waiver Program.
- Provided 303 College Waivers to 167 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 Resource Center:**

    - Leadership Academy QUAC
      The Leadership Academy QUAC is a collaborative effort of the Pennsylvania Children and Youth Administrators Association (PCYA), DPW and the Resource Center. During FY 2011/2012, the Leadership Academy QUAC continued to develop the components of an administrator certificate program, revisions to the Administrator Handbook, as well as to identify topic areas to be trained at the PCYA quarterly meetings.

Advisory Groups and Project Teams for the Resource Center 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 Child Welfare Resource Center, as well as trainers and resource parents.
        - During FY 2011/2012, the Diversity Task Force continued its role in providing expert consultation in the development of curricula, and training and sharing statewide diversity information including articles in statewide publications. The Diversity Task Force has made a concentrated effort to expand its membership and collaborative efforts with FCU (Families and Communities United and YAB (Youth Advisory Board). Both groups include committee members who are former consumers of the child welfare system.
        - In the spring of 2012, the Diversity Task Force coordinated and hosted five regional events entitled Embedding Diversity into Family Engagement Strategies, The workshop focused on the influence of personal communication styles on building and maintaining relationships in a culturally sensitive manner. During the workshop, participants had an opportunity to assess their own personal communication style and apply it to interpersonal relationships with others. The workshop also addressed how child welfare professionals can engage families and work with others in a multi-cultural environment. Over (130) representatives from public and private child welfare agencies, juvenile justice, law enforcement, community stakeholders, trainers and other human services organizations attended the workshops.



- **Consultant and Trainer Advisory Group (CTAG)**
  - CTAG was formed in response to the need to provide consultants and trainers with increased communication with the Resource Center. CTAG works to increase professional development opportunities for consultants and trainers, promoting pride and belonging as an integral part of the Resource Center. The input from consultants and trainers assists the Resource Center in ensuring that materials are relevant to their current needs. During FY 2011/2012, the CTAG:
    - Started a process for expanding the role of the trainer and consultant and promoting their professional development;
    - Started the revisions of the policies within the trainer/consultant handbook and the development of new policies and procedures;
    - Started the revisions of a tool to provide feedback to CWRC regarding both curriculum and operations;
    - Developed a tool to provide feedback on a regular basis to counties regarding training participant performance; and
    - Developed a tool for counties to provide feedback regarding consultation services.

ADVOCATE FOR POLICY AND PRACTICE IMPROVEMENTS

The Resource Center 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 Resource Center, in conjunction with the Office of Children, Youth and Families, developed a Program Improvement Plan (PIP) in response to the 2008 CFSR. 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 and Pennsylvania has successfully completed the two year PIP implementation at the end of FY 2011/2012.

During the past two years, Resource Center 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 Resource Center 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**

  The Child, Youth and Family Engagement Workgroup developed 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. As a result of those efforts, the following products were developed. Roadmap to Youth and Family Engagement, Youth and Family Engagement on Boards, Roadmap to Youth and Family Board Participation Training, and Energizing your Board Transfer of Learning Session. To date, Youth and Parent Ambassadors have utilized these products to provide technical assistance, training and support to over 700 stakeholders. Trainings/ workshops were conducted at the SWAN/IL Statewide and Quarterly meetings, Statewide and Regional Youth Advisory Board meetings, county children and youth agencies and private provider agencies.

- **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 completed work on the 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 the Assessment 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. The toolkit is housed online and multiple presentations were conducted across the Commonwealth to increase awareness and understanding.

- **Timely Permanence**

  After collecting data through the surveys, evaluating existing research and working with the National Resource Center (NRC) to discuss various elements of concurrent planning practice, a subcommittee of Timely Permanence was charged with the task of writing a Concurrent Planning Bulletin draft. The bulletin was completed and issued. The technical assistance collaborative agencies have started to develop resources to support counties in their implementation.

- **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. Work began on the development of a technical assistance directory and guide, both of which will be complete in 2012.

  Collaboration also continued as the Resource Center and Office of Children, Youth and Families continued to implement monthly policy connect meetings.

- **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 Resource Center, 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 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 second proposal for these funds. This proposal outlines Pennsylvania's plan for the use of these funds. Pennsylvania will use these funds to support several projects:
  - An expansion of ChildFirst training to include the judiciary.
  - The purchase of equipment and a technical assistance contract for Clinton County's Multidisciplinary Team.
  - The hiring of an additional forensic interviewer in Philadelphia
  - The hiring of an additional forensic interviewer in York County as well as outreach and training efforts to the County's police jurisdictions.
  - The formation of a child fatality investigation team in Lackawanna County.

  The funds are to be awarded in the fall of 2012.

Caseworker Visitation

To ensure ongoing support and practice improvement regarding the Quality Visitation Mobile Technology Project, The Resource Center, in conjunction with the Office of Children, Youth and Families have provided the following opportunities for support and information sharing from caseworkers, administrators, and information technology staff including quarterly WebEx sessions, Mobile Technology Discussion Forum, and Technology Guides which included information regarding technology. Trainings have been developed and delivered including Dragon Naturally Speaking, The Use of the Fujitsu Tablet PC, and Engagement and the Use of Technology. The Resource Center coordinated the purchase and distribution of additional technology to county children and youth agencies by gathering feedback from administrators, mobile technology users, and information technology staff through networking sessions, PCYA meetings as well as gathering ongoing feedback.

Sharing Our Knowledge with Others

Cahalane, H., Fusco, R., and Winters, R. (2011, July). *Early Childhood Screening for Developmental and Social-Emotional Concerns*. Presentation at the A Brighter Tomorrow Symposium, Pennsylvania Department of Public Welfare, Office of Child Development and Early Learning. Altoona, PA.

Borish, L., Schott, J., Maldonado, S., Richards, J., and Thompson, A (2011, July). *Continuous Quality Improvement: Our Desired Future State.* Statewide Adoption and Permanency Network Conference. Lancaster, PA.

Pennell, J., Rauktis, M., and Reinhart, S. (2011, August). *Evaluation of Family Group Decision-Making: Strengthening Practice Through Measuring and Monitoring Fidelity*. Presentation at the 2nd Annual National Child Welfare Evaluation Summit. Washington, DC.

Cahalane, H. and Fusco, R. (2011, August). M*obile Technology in Caseworker Visitation Practices: Professionalism, Job Satisfaction and Family Engagement.* Poster presentation at the 2nd Annual National Child Welfare Evaluation Summit. Washington, DC.

Fusco, R. and Cahalane, H. (2011, August). *Developmental Screening in Child Welfare: Implications for Young Children.* Poster presentation at the 2nd Annual National Child Welfare Evaluation Summit. Washington, DC.

Lee, J. (2011, August). *Form Completion and Pilots Agency Specific Training.* Delaware, PA.

Lee, J. (2011, August). *Social Networking.* 2011 Youth Retreat. Johnstown, PA.

Lee, J. (2011, August). *Strengthening Our IL Network.* 2011 Youth Retreat. Johnstown, PA.

Lee, J. (2011, August). *Fostering Connections: Making the Assessment Process and Transition Plan Work for Older Youth.* Agency Specific Training. Pottsville, PA.

Reinhart, S., Rauktis, M., Fusco, R. Cahalane, H., and Kierston-Bennett, I. (2011, August) *Make it Seem Like We are Regular Kids: Youth Perceptions of Restrictiveness in Out-of-Home Care.* Poster presentation at the 2nd Annual National Child Welfare Evaluation Summit. Washington, DC.

Cahalane, H., McCarthy, M., and Jones Kelley, K. (2011, October). *Linking Organizational Effectiveness and Continuous Quality Improvement Practices to Improve Outcomes for Children, Youth and Families.* Presentation at the 2011 National Staff Development and Training Association Annual Meeting. Madison, WI.

Cahalane, H. and Fusco, R. (2011, October). *Mobile Technology in Caseworker Visitation Practices: Professionalism, Job Satisfaction and Family Engagement.* Presentation at the 57th Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Fusco, R. and Cahalane, H. (2011, October). *Developmental Screening in Child Welfare: Implications for Young Children in Rural Settings.* Presentation at the 57th Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Lee, J. (2011, October). *Form Completion and Pilots.* Agency Specific Training. Carlisle, PA.

Lee, J. (2011, October). *Moving Forward: Implementing Positive Changes to Improve Outcomes for Youth.* SWAN Fall Quarterly. Scranton, PA.

Eidson, S., (2011, October). *Moving Forward: Implementing Positive Changes to Improve Outcomes for Youth.* SWAN Fall Quarterly. Clarion, PA and Monroeville, PA

Unger, W., (2011, October). *Moving Forward: Implementing Positive Changes to Improve Outcomes for Youth.* SWAN Fall Quarterly. Enola, PA.

Lee, J., and Nobles, C. (2011, October). *Know Your Rights: A Tool for Teaching and Advocacy.* Pennsylvania State Resource Family Association. Harrisburg, PA.

Lee, J., and Nobles, C. (2011, October). *Independent Living Services: Supporting Youth in Transition.* Pennsylvania State Resource Family Association. Harrisburg, PA.

Deiter, K. (2011, October). *Sexual Abuse Language: What Did My Foster Child Say?* Pennsylvania State Resource Family Association. Harrisburg, PA.

Deiter, K., (2011, October). *Children and Trauma.* Pennsylvania State Resource Family Association Conference. Harrisburg, PA.

Lee, J., (2011, October). *Moving Forward: Implementing Positive Changes to Improve Outcomes for Youth.* SWAN Fall Quarterly. Philadelphia, PA.

Zilka, D., Mock, D., and Kulik, C. (2011, October). *Agency Culture: Promoting and Supporting Critical Thinking Through Psychological Safety and Accountability.* PCYA Leadership Academy. State College, PA.

Lee, J. (2011, October). *Moving Forward: Implementing Positive Changes to Improve Outcomes for Youth.* SWAN Fall Quarterly. Fort Washington, PA.

England, S. and Thomasey, Tracey. (2011, October) *Talking with Children. Presented at Core Training For Legal Representatives for Parents and Children.* Wilkes-Barre, PA, Mars, PA, and Monroeville, PA

England, S. and Thomasey, Tracey. (2011, November) *Talking with Children.* Presented at Core Training For Legal Representatives for Parents and Children. Carlisle, PA and Radnor, PA.

Lee, J., (2011, December). *Planning with Youth in Transition: Tips, Tools and Techniques.* Agency Specific Training. Selinsgrove, PA.

Fusco, R., and Cahalane H. (2012, January). *Young Children in Child Welfare: Developmental Screening Results and Caregiver Experiences.* Presentation at the 16th Annual Conference of the Society for Social Work and Research. Washington, DC.

Lee, J. (2012, January). *The Ansell Casey Life Skills Assessment, Agency Specific Training.* Montgomery, PA.

Lee, J., and Nobles, C. (2012, January). *Strengthening Our IL Network for Older Youth SWAN Winter Statewide.* State College, PA.

Lee, J. and Nobles, C. (2012, January). *Transition Planning and the Courts.* SWAN Winter Statewide. State College, PA.

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Cahalane, H and Winter, L. (2012, May). *Staying Power in Child Welfare: The Impact of IV-E education.* Presentation at the National IV-E Roundtable. Galveston, TX.

Winter, L. (2012, May). I*mplementing Team-Based Learning in Title IV-E education.* Presentation at the National IV-E Roundtable. Galveston, TX.

Leung, P., Cahalane, H., and Kollar, S. (2012, May). *On Developing a Multi-state Title IV-E Evaluation Database: A report from the National University Title IV-E Evaluation Taskforce.* Presentation at the National IV-E Roundtable. Galveston, TX.

Rauktis, M.E., Winters, R., Rudek, A., & Smith-Jones, J. (2012, April). *Implementing Best Practices for Developmental and Social-emotional Screening into Child Welfare and Community Support Systems.* Presentation at the 18th National Conference on Child Abuse and Neglect. Washington, DC.

Cahalane, H. (2012, June). *Evaluation of Organizational Effectiveness.* Presentation at the Organizational Effectiveness National Alumni Seminar, American Public Human Services Association. Mechanicsburg, PA.

Rauktis, M., Crampton, D., Pennell, J., Burford, G., & Merkel-Holguin, L. (2012, June). *Measuring Fidelity of Various Family Engagement Approaches: Past, Present and Future.* Presentation at the 2012 Conference on Family Group Decision Making and Other Family Engagement Approaches. Orlando, FL.

Cahalane, H., Fusco, R., and Winters, R. (2012, June). *Early Developmental Screening: Rates of Concerns for Vulnerable, Child Welfare-involved Families.* Poster presentation at the Head Start 11th National Research Conference. Washington, DC.

DEVELOP AND REVISE TOOLS, MATERIALS, AND CURRICULA

The Resource Center 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), Continuous Quality Improvement (CQI) specifically Quality Service Review (QSR), Practice Improvement Initiative Outcomes and the Pennsylvania Standards for Child Welfare Practice.

The Resource Center 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 Resource Center 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 Resource Center offers both knowledge and skill based curricula, which are divided into foundational and specialized and related topics.

Foundational Skills

The Resource Center 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 Resource Center 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 assist in the development of initial skills in newly hired caseworkers. In this fiscal year the Resource Center continued offering its revised version of CTC which consists of 126 hours,10 modules of 120 hours, and six hours of online transfer of learning (TOL) pre and post activities. The 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)*

Module 8: Assessing Safety In Out-of-Home care was withheld pending curriculum updates and policy changes.

The Resource Center continued its revisions of the Charting the Course curriculum throughout the year based upon policy revisions and updates. The Resource Center commenced an extensive revision of its embedded and knowledge based evaluations for CTC and anticipates completion later in 2012/2013.

Specialized and Related

Beyond the foundational skills trainings, child welfare professionals require ongoing training to support their long term professional development. The Resource Center designed specialized and related trainings that build upon the foundational level trainings and cover

a variety of topic areas. Specialized and related trainings are developed for caseworkers, supervisors, and administrators and is also offered to other systems partners.

The Resource Center developed or revised the following specialized and related curricula during this fiscal year.

- 201: Court and Agency Appointed Authorized Representatives (Act 101)
- 202: The Ansell Casey Life Skills Assessment
- 202: Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in the Child Welfare System Youth in the Child Welfare System
- 202: Ready, Set, United: Connecting Child Welfare System Alumni, Parents, and Professionals in the Workplace
- 207: Family Finding
- 207: Developing Family Leadership: Using Data to Help Develop Practice
- Family Group Decision Making (FGDM) Part I
- Family Group Decision Making (FGDM) Part II
- 301: Connecting Effectively
- 301: Working with Involuntary and Hostile Clients
- 303: Understanding Reactive Attachment Disorder
- 306: Youth and Family Engagement Series
- 306: Enhancing Assessments: Getting to the Underlying Issues
- 306: Building Communities: Family Development Credentialing and Family Centers
- 307: Embedding Diversity into Family Engagement Strategies
- 309: Prescription Drug Abuse
- 400: When Trauma or Death Occurs in Child Welfare: Ways of Supporting Staff and Clients and Promoting Learning
- 501: Charting the Course Towards Permanency for Children in Pennsylvania Supervisor Overlay
- 521: Quarterly Practice Session Winter 2011: A Follow-up to Trauma and Death in Child Welfare: Ways of Supporting Staff and Promoting Learning as Supervisors
- 521: Quarterly Practice Session Fall: Trauma and Death in Child Welfare: Ways of Supporting Staff and Promoting Learning as Supervisors
- 521: Spring 2012: Agency Culture: Promoting and Supporting Critical Thinking Through Psychological Safety and Accountability
- 521: Quarterly Practice Session Winter 2011: Multigenerational Differences in the Workplace
- 521: Supervisor Training Event: Endings and Transitions
- 521: Supervisor Training Event: Reflective Supervision
- 521: The Quality Service Review (QSR) Process
- 521: Supervisor Training Event: Charting the Course: Supervisor Overlay
- 521: Supervisor Training Event: Policy/Legislative Updates
- 601: Dragon Naturally Speaking

In addition, the Resource Center 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 Resource Center 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)
- Safety Assessment and Management Process Manual

The Resource Center developed and/or edited videos to be used with specialized and related curricula:

- CAST I
  - MOD 1 Caseworker and mother interaction
  - MOD 8
    - 1. Fractures – Dr. Janet Squires
    - 2. Head Trauma – Dr. Rachel Berger
    - 3. Sexual Abuse – Jamie Mesar
    - 4. Burns, Bites, Bruises – Dr. Cynthia Christian
    - 5. Importance of Collaboration-Dr. Rachel Berger
    - 6. Importance of Collaboration-Dr. Janet Squires
    - 7. Failure to Thrive – Dr. Rachel Berger
- 533 Supervisor Training Series Caseworker and Supervisor Interaction
- 309 Prescription Drug Abuse; ADHD Simulation

The Resource Center also produced and/or edited videos for the following events and initiatives:

- Act 101 Youth Video
- 2012 Youth Retreat Music Video
- 2012 Youth Retreat Documentary Video
- 2012 Youth Retreat Marketing Video; Staff
- 2012 Youth Retreat Marketing Video; Youth
- Youth Advisory Board Recruitment Video
- DPW Transition Conference Video with Beverly Mackereth

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

Administrators

The Resource Center continued to develop curricula designed to assist administrators in meeting their agencies practice improvement goals through subject knowledge and leadership skills. Trainings developed for the Pennsylvania Children and Youth Administrators Association (PCYA) quarterly meetings included:

PCYA Quarterly Sessions included:

- 700: Managing Changes: Strategies for Exerting Influence
- 700: Agency Culture: Promoting and Supporting Critical Thinking Through Psychological Safety and Accountability
- 703: Technology in the Workplace: Legal and Ethical Ramifications
- 704: Conducting Business in Fiscally Challenging Times: Strategies and Tools for Getting There.

The Resource Center continued 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. CAST I underwent an extensive quality assurance review before it was piloted in the fall and winter 2011. It was ready for roll out by July 2012. Extensive writing on CAST II commenced in winter 2012, revisions and conversion to an online format will occur in the next fiscal year with roll out expected in the spring 2013.

In addition, trainer developed workshops, courses that are written and owned by the trainer who develops them, were offered to a wide variety of audiences including but not limited to: 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.

Transfer of Learning (TOL) Curriculum

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

- 1300: Safety Assessment Support Session: A Collaborative and Strengths-Based Approach (TOL)
- 1300: Engaging Clients from a Strength-Based, Solution-Focused Perspective Booster Shot
- 1300: In-Home Safety Assessment: A Closer Look at the Fourteen Safety Threats Booster Shot
- 1300: Safety Assessment Support Session: A Collaborative and Strengths-Based Approach (TOL)

Quality Assurance Committees (QUAC)

In addition to its consultation with its partners and stakeholders the Resource Center 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 2011/2012, the Resource Center initiated and/or conducted QUACs in the following topic areas:

- Interstate Compact on the Placement of Children
- Achieving Positive Educational Outcomes
- Leadership Academy QUAC
- Safety Related Curriculum
- Trauma Informed Care Workgroup Review of CAST Curriculum
- Deaf and Hard of Hearing
- Traumatic Stress

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

- Leadership QUAC
- Supervisor Advisory Workgroup (SAW)
- 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 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:

- 205: Interstate Compact on the Placement of Children
- 207: Family Group Decision Making (FGDM) Part 1
- 207: Family Group Decision Making (FGDM) Part 2
- 309: Prescription Drug Abuse
- 501: The Employee Performance Review Process
- 531: Development of Organizational Effectiveness Facilitation Skills
- 533: Supervisor Training Series: Module 1: The Preparatory and Beginning Phases of Child Welfare Supervision
- 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
- 521: Supervisor Training Series: Module 3: The Middle/Work Phase of Supervision
- 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process
- 540: Supervisor Training Series: Module 5: Endings and Transitions: Managing Staff Retention, Satisfaction and Separation
- 701: Foundation of Curriculum Development
- 9000: Child Advocacy Studies I, Modules 1 through 15

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:

- 207: Family Finding (Days 1-6) Philadelphia TOC
- 207: Introduction to Family Group Decision Making (FGDM) - Part I
- 207: Introduction to Family Group Decision Making (FGDM) - Part II
- 309: Prescription Drug Abuse
- 411: Overview of Child Welfare and Fiscal
- 531: Developing Organizational Effectiveness Facilitation Skills
- 531: Module 1 The Preparatory & Beginning Phases of Child Welfare Supervision (Supervisor Training Series)
- 501: Module 2 Living the Mission of Child Welfare (STS)
- 521: Module 3 Middle/Work Phase of Supervision (STS)
- 543: Module 4 Managing Diversity Through the Employment Process (STS)

- 540: Module 5 Endings and Transitions: Managing Staff Retention, Satisfaction and Separation (STS)
- 521: Quality Service Reviews
- 502: Charting the Course Towards Permanency for Children in PA: Supervisor Overlay

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 every 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 Resource Center 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 Resource Center 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. Resource Center staff continue to support local and statewide trainings and events focused on family engagement efforts, particularly around FGDM and Family Findings.

Families and Communities United (FCU)

Families and Communities United (FCU) was formed in August of 2010. What a long way we've come! FCU continues to educate and advocate for families involved in the Child Welfare System. Our goal is to improve services and outcomes for families in Pennsylvania. The FCU enters into 2011/2012 with an Advisory Board of 18 active members chaired by the Child Welfare Resource Center's (CWRCs) Parent Ambassador. FCU Advisory Board

consists of birth parents, foster parents, youth alumni, and child welfare professionals. The FCU Advisory Board meets bimonthly and continues to lead family engagement efforts across PA.

The FCU developed a survey to assess the nature and extent of family engagement in PA counties. The survey was distributed to all attendees at the Family Group Decision Making Conference held in Hershey, April 2012. Participants completed a total of 93 surveys. Among the 43 organizations identified as county children and youth agencies, respondents indicate that they utilize 9 out of the 14 family engagement strategies listed on the survey. All of the respondents from children and youth agencies report that parents/caregivers participate in case decisions. Most children and youth agencies report that youth and parents are active participants in case decisions and in the court process. However, it appears that organizations could improve their engagement strategies such as consulting parents/caregivers or youth when creating policies and procedures and engaging youth and parents in focus groups to gather feedback. FCU continues to provide technical assistance, training, and support to address some of the needs identified in the survey

It appears that both children and youth and non children and youth agencies could improve their use of engagement strategies.

The Roadmap to Youth and Family Engagement Resource Guide; and trainings that included, The Youth and Family Engagement on Boards Training, The Roadmap to Youth and Family Participation Training have been offered at SWAN winter, Statewide, and spring Quarterlies, Youth Advisory Board statewide and regional meetings and children & youth and private provider Agencies.

The FCU website, www.fcu.pitt.edu, provides family engagement resources to our visitors. We maintain a database of parent handbooks for recipients of the child welfare system. In addition we have links to family resources (Family Group Decision Making) and feature personal stories of families involved with child welfare.

FCU members continue to collaborate with partners such as SWAN, AOPC, and OCYF. Many FCU members also participate on other boards and committees such as Father Engagement workgroup, Family Group Decision Making, and the CAPTA workgroup. FCU will continue its efforts to strengthen family engagement in PA. We are passionate about our work and improving services and outcomes for children and families in PA, and we look forward to doing so much more.

Youth Engagement

The Resource Center continues to move forward with its monitoring and continuous quality improvement efforts with Youth Engagement. In 2012, the Resource Center hired a Youth Quality Improvement Specialist to assist in the delivery of trainings and technical assistance as well as provide oversight as the Project Coordinator for the Youth Advisory Board (YAB). This continuum of employment provides additional partnership opportunities with constituents of the system to help 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 Resource Center during FY 2011/2012. Youth Ambassadors continue to lead youth engagement training and technical assistance efforts across Pennsylvania. Youth continue to support the Youth Advisory Board; Youth Retreat; Know Your Rights trainings; implementation of the Roadmap to Youth and Family Engagement; as well as a resource guide with recommendations for improving quality of casework practices; and other county and statewide efforts. Additionally, Youth Ambassadors and the Quality Improvement Specialist continue to support internal Resource Center operations including interviewing and selection of new staff.

Pennsylvania's Youth Advisory Board continued to strengthen its efforts to advocating, educating, and forming partnerships to create positive changes in child welfare. The YAB has over 300 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 80 hours of training to approximately 653 foster, kin and adoptive parents, caseworkers and supervisors, judges, attorneys, and youth.

The Resource Center continued to provide leadership and oversight to YAB (spearheaded in partnership with youth) through four statewide meetings and support of six regional YAB that meet on a bimonthly or quarterly basis. The YAB strategic Plan developed in FY 2011/2012 focused on policy making, strategic sharing, and partnering for results to influence practice by ensuring youth are at the table when policies are being developed and or implemented that impact youth and young adults. Additionally, youth also continued to train other child welfare trainings including Transition Assessment and Planning, Strengthening Independent Living Services, Youth and Family Engagement Strategies.

In addition to supporting the YAB, the Resource Center continues its partnership with youth in planning and facilitating the annual Youth Retreat. The purpose of the retreat is to afford current and former foster care youth educational, practical and social experiences for a week on a college campus. In 2011, the Retreat, Imagine No Limits was held the week of August 9th-13th, on the University of Pittsburgh's Johnstown campus with over

140 youth and 80 staff attending. During the 2011 Retreat, YAB members facilitated focus groups. These focus groups were designed to hear directly from youth and alumni of Pennsylvania's child welfare system about their experiences and recommendations for improving the quality of caseworker interactions with youth. Information gathered from the focus groups were analyzed and provided policy recommendations for decision makers.

The Pennsylvania Child Welfare Resource Center remains committed to lead efforts across the Commonwealth to help counties engage youth and family members in their planning, service delivery, management and evaluation processes. The Resource Center 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, but when their voices are the ones leading the process.

DEVELOP AND IMPLEMENT A QUALITY IMPROVEMENT PROCESS

The Resource Center has remained a key stakeholder and partner in the strategies of developing a continuous quality improvement process, for external partners while also aligning the Resource Center's internal efforts within the organization, to assure that these processes have the capacity and momentum to sustain positive change.

EXTERNAL

One seminal strategy of the Program Improvement Plan (PIP) response to the 2008 Child and Family Services Review included 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.

Ongoing implementation of Phase I and implementation of Phase II of the CQI effort occurred throughout the past year. During the past year, Phase I counties monitored their progress by completing their second round of QSRs – Philadelphia in December 2011, Allegheny and Lackawanna in February 2012, Venango County in March 2012, and York and Butler in April 2012. Resource Center staff members were key players in supporting Phase I counties in their successful implementation of their ongoing continuous quality improvement processes.

At the beginning of FY 2011-2012, counties were asked to submit their interest and assess their readiness for potential participation of Phase II of the CQI effort. The purpose of the self-assessment was to ensure that counties were thoughtful about their participation in CQI effort while identifying resources already in place in the county to support the effort as well as to identify the resources that would be needed for successful implementation. Five county children and youth agencies submitted self-assessments which were reviewed by the CQI project managers in collaboration with the OCYF Regional Offices and the Resource Center's Practice Improvement Specialists. Each of the five CCYAs that submitted self-assessments were accepted as participants in Phase II of the CQI effort. The following CCYAs participated in Phase II: Beaver, Dauphin, Lebanon, Washington and Wyoming. A QSR was conducted in Dauphin County in February 2012, in Lebanon County in March 2012, in Washington County in April 2012, in Beaver County in May 2012 and Wyoming County's QSR in June 2012. Each of the 11 counties that participated in Phase I or II of the CQI effort are in the process of monitoring and/or developing county specific improvement plans to address their priority areas of improvement which will in turn improve state-level outcomes.

In addition to supporting the individualized county specific improvements that are supported by Resource Center staff and other technical assistance providers, Resource Center staff members continue to be at the table and support continued improvements to programs, practices and procedures to address opportunities for improvement identified as part of monitoring of the Commonwealth's continuous quality improvement effort.

The Resource Center 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 FY 2010/2011, twelve FC's participated in the Peer Review process which continued to include 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, create and implement a continuous improvement plan. The Resource Center 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. One of the main accomplishments of this group was the development of CWRC specific definitions of the Quality Service Review practice indicators. This resource will be used to help ensure CWRC is modeling the practice Pennsylvania promoted for its children, youth, and families.

RESOURCE COORDINATION

During FY 2011/2012, the Pennsylvania Child Welfare Resource Center has made great strides in better utilizing resources and structuring the delivery of products and services. Applying the DAPIM™ process to all of its moving parts, the Resource Center has engaged in streamlining the processes and procedures used in daily operations. This change has allowed for better utilization of staff and internal resources to meet the needs of our stakeholders and consumers. During fiscal year 2011/2012, the Resource Center undertook several resource coordination efforts, including those listed below:

Identify County Specific and Statewide Consultation and Training Needs

The Resource Center 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.

In FY 2011/2012, ITNAs were distributed to 24 counties in January 2012. By May 2012, the Resource Center had received completed ITNAs from 22 of the 24 counties. All ITNA data was scanned into the Encompass database for counties to view.

Over the past few years, the Resource Center 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 new approach, 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.

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 of social work throughout Pennsylvania. Undergraduate students who are official Social Work majors in any of the fourteen approved, participating undergraduate schools are eligible to apply for the CWEB program. Qualified students receive substantial financial support during their senior year in return for a commitment to work in one of Pennsylvania's county public child welfare agencies following graduation. Students must satisfactorily complete child welfare course work and an internship at a public child welfare agency. During the course of the internship, most students are able to complete some or all of the competency based training required for 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

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 legal work 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 Resource Center hosts a variety of websites and software applications designed to provide the most up to date information and resources on all Resource Center 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 Resource Center over FY 2011/2012.

Youth Advisory Board:

Description: Educates, advocates, and forms partnerships to create positive changes in the substitute care system.

Available Information: Regional Contact Information, Meeting Dates, Directions, Employment and Vocational Resources, Financial Aid, Scholarships, Training Grant,

Housing, Health and Mental Health Public Benefits, Policies, Youth Submissions, Youth Alumni Information.

FY 2011-2012 Additions/Modifications: All 2011 Youth Retreat materials including videos, photos, current events, the entire "IL Connection" page and materials within, Chaffee education changes, alumni section updates, and more.

PACWRC:

Description: The Child Welfare Resource Center home site.

Available Information: This site includes such resources as discussion boards on the following topics, CAST, Family Engagement, CTAG, and Quality Visitation. Additionally, this site hosts an online training calendar, reports, research notes, curriculum, news and resources, information on practice, products and services, events, and links to other applications and materials.

FY 2011/2012 Additions/Modifications: An online training calendar was added to the site, allowing users to search for specific trainings by region, month, competency number, and course title. The website also received enhancements and additional information to the Events/Resources, About CWRC, and School of Social Work sections as well as overhauling the entire site to reflect our name change.

Independent Living PA:

Description: Title IV-E, federally-funded state-administered, program to prepare foster care youth, ages 16-21, for their transition from foster care to independence.

Available Information: County and Private Provider Main Contact Information, Chafee Education and Training Grants, Financial Aid Brochure and Tips, Free Application for Federal Student Aid (FAFSA) Application, SAT/College Waiver Information and Form, Program Bulletin.

FY 2011/2012 Additions/Modifications: Updated the IL Coordinator directory, provided maintenance and support.

PILOTS:

Description: The Pennsylvania Independent Living Outcome Tracking System (PILOTS) is an electronic system for capturing data on youth enrolled in Independent Living Programs.

Reports: Administrative, federal, specialized, standard, and summary.

FY 2011/2012 Additions/Modifications: Provided support, fixes, and modifications.

E-LEARN:

Description: The Resource Center's comprehensive online learning management system which consists of online courses, trainee information, and reports.

Reports: Grade book, course completion, course summary, and course catalog.

FY 2011/2012 Additions/Modifications: Imported additional trainees uploaded seventeen (17) new online courses, as well as provided support and maintenance for the site and users.

Fiscal Panther and Fiscal Panther Light:

Description: These applications were developed in the fall of 2010 for the Resource Center to track all expenditures and to assure greater accountability of funding.

Reports: Budget balance report, department budgets, reconciled expenses, departmental expense reports, trainer insurance reports, and contract amendments.

FY 2011/2012 Additions/Modifications: Additional reports created and modified.

ENCOMPASS:

Description: The Resource Center's statewide database which tracks all trainers, courses, workshops, trainees, certification, credits, agency information, demographics, helpdesk, and competencies.

Reports: Trainee Attendance, Professional Development Hours, Certification Requirements, Agency reports, ITNAs, helpdesk, courses, workshops, trainer scores, and competencies.

FY 2011/2012 Additions/Modifications: Multiple report additions, modifications, and programming. Also, migrated the database to a newer platform.

Developmental Screening Application:

Description: A three-phase research project examining Pennsylvania's mandate to screen children involved in child welfare services for developmental and socio-emotional problems.

Reports: Number of children screened, number of children with concerns, number of referrals to early intervention, active caregivers and the children linked to them.

FY 2011-2012 Additions/Modifications: Provided support and maintenance for the site and users.

Child Welfare Resource Center/PROJECT:

Description: 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.

Reports: Produces reports on Technical Assistance, PIP deliverables, and IGA deliverables.

FY 2011/2012 Additions/Modifications: Provided support and maintenance for the site and users.

Families and Communities United:

Description: Families and Communities United (FCU) advocates, educates, supports and empowers individuals involved with family service systems to be resources for themselves and their communities.

Available Information: Provides resources and information on PA Children and Youth Agency's.

FY 2011/2012 Additions/Modifications: Provided support and maintenance for the site and users.

Information Technology Support

Integration of technology into the Resource Center has taken on a multitude of changes over FY 2011/2012. Since the release of our online learning management system in August of 2010, twenty six (26) online courses have been developed and launched, with

seventeen (17) of those courses developed and launched over FY 2011/2012 alone. To date, the E-Learn site currently holds over 9500 trainees with 832 trainees completing online courses over FY 2011/2012.

Over FY 2011/2012, the Resource Center invested in Smart Room technology to boost the effectiveness of in-person and distance meetings and trainings. The use of WebEx has also proved to be a valuable tool in not only integrating technology with the Resource Center, but also as a means of saving the Resource Center and its affiliates time and money spent on travel by connecting to meetings and trainings remotely. Over FY 2011/2012, the Resource Center hosted over 171 WebEx sessions consisting of meetings, QUACS, and trainings.

In addition, the Resource Center resolved approximately 612 Helpdesk tickets, provided network and infrastructure support to the Resource Center and its affiliates, and provided onsite computer assistance to approximately 811 on- and off-site functions.

In FY 2011/2012, the Resource Center also received more than 20 new additions to the resource library.

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

Pennsylvania Child Welfare Resource Center

The test of the morality of a society is what it does for its children.
-Dietrich Bonhoeffer

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