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

Vince Lombardi
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In preparing the annual report, we get the opportunity to pause and examine the past year’s work. Of particular note is the fact that Pennsylvania successfully completed the CFSR’s Program Improvement Plan thanks to the hard work of stakeholders at the local and state level. We are fortunate to partner with many key stakeholders equally committed to supporting and improving Pennsylvania’s child welfare system. We have continued to provide organizational support to county leaders and key stakeholders across the Commonwealth. The Organizational Effectiveness Department staff has worked closely with their Technical Assistance Collaborative partners to deliver quality and coordinated services to the counties. We continue to provide substantial support to the Continuous Quality Improvement effort including; project management, site leads, QSR reviewers, training, and facilitation. In addition, we have worked in many counties to help them support and sustain organizational changes. Topics have included Organizational Effectiveness, safety, and family engagement to name a few. Information gleaned from this work is used to improve our services as part of our internal continuous quality improvement process. We are currently conducting an evaluation of the organizational effectiveness approach utilized by the Resource Center. Preliminary findings are positive, stay tuned for more information. We have continued to build our in-classroom, online, and blended offerings of training opportunities to meet the efficiency and flexibility needs of the workforce.

We recognize the need to have expertise in project management to better serve our stakeholders. We have committed resources, which included training and changes to
our technology infrastructure to support this effort. This effort fits well with our growing interest in implementation science. The field of implementation science is relatively new, but has already validated the importance of an intentional, systemic approach to implementation of new innovations. By grounding our work in this framework, we will provide the system with a better chance of sustaining positive change.

The Resource Center was awarded the opportunity to act as lead evaluators of the Title IV-E Demonstration Project. The rigorous evaluation consists of a process, fiscal, and outcomes study. The results should advance the field and provides meaningful feedback to the counties involved and the Commonwealth as a whole.

The Resource Center has expanded its strong commitment to youth and family engagement in practice and system reform. In May of 2012, we hired a former youth ambassador as a full time employee to better fulfill our commitment to co-train a module of Charting the Course, and lead our YAB (Youth Advisory Board) work. We clearly heard the support of the county administrators to this practice and therefore we added another full time youth specialist position in May of 2013. They of course, play key roles at our annual Youth Retreat, along with many other CWRC and County staff. We held the annual retreat at our University of Pittsburgh-Johnstown campus on August 5 through the 9, 2013. The Youth Retreat provides an opportunity for youth to interact with other youth with the same experiences, experience a college campus, forge lasting friendships, and be creative.

Think about joining us next year at Johnstown!

Maryrose McCarthy
Director of the Pennsylvania Child Welfare Resource Center
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. 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.
This practice model reflects the values, principles, and skills that Pennsylvania’s Child Welfare system holds as critical to achieving positive outcomes for children, youth, and families. The Resource Center works to ensure all products and services are grounded in the practice model. For more information on Pennsylvania’s Child Welfare Practice Model, go to the Resource Center’s Practice Model webpage.
Our Approach and Focus

The Resource Center provides a continuum of services designed to facilitate and sustain positive change in the child welfare system. Our services include: training, transfer of learning, technical assistance, research and evaluation, project management, and organizational development.

Our primary strategies include:

- Conducting research and evaluation;
- Providing consultation and support;
- Developing and revising tools, materials, and curricula;
- Training child welfare professionals;
- Integrating youth and family engagement;
- Advocating for policy and practice improvements;
- Developing and implementing a quality improvement process;
- Organizing and sponsoring events; and
- Providing resource coordination.

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

Following is a summary of work completed within each key strategy.
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 advanced several major research and evaluation efforts, described below.

Evaluation of Pennsylvania’s Child Welfare Demonstration Project

The Resource Center is the independent evaluator for Pennsylvania’s Title IV-E Waiver Child Welfare Demonstration Project. The Child Welfare Demonstration Project is testing the flexible use of Title IV-E funds to develop a new case practice model focused on family engagement, assessment, and the expanded use of evidence based programs/practices driven by local needs. It is the intent that these activities will lead to improved placement decisions, and child and family functioning, and will ultimately result in improved safety, permanency, and well-being outcomes for children and families involved in the State’s child welfare system. Beginning July 2013 through June 2018, the Child Welfare Demonstration Project Evaluation Team is implementing an evaluation to investigate the processes, outcomes, and costs associated with the project. Information about the Demonstration Project and the evaluation can be found at the Demonstration Project’s Website.

Family Group Decision Making (FGDM) Evaluation

The Resource Center received surveys from over 3,000 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. 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 2012/2013 Survey results and other reports can be found at the FGDM Webpage.
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.

Among the evaluation findings were reports from caseworkers and caregivers alike of 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. Moreover, a majority of caregivers rated their child welfare experience as somewhat or mostly positive. These positive experiences may have influenced changes in screening practices since the research began.

Since 2009, the research team has seen a shift in screening practices from slightly more counties screening just children under age 3 with substantiated abuse to slightly more counties screening all children with open cases under the age of 5, which the state mandate recommends as best practice. In fact, the research team found that children who were not the subject of the child welfare referral were more likely to have social-emotional concerns than those children who were the subject of the child welfare referral. These findings indicate that conducting developmental and social-emotional screenings with the children with substantiated maltreatment is an excellent first step, but that substantiation status does not dictate developmental and/or social-emotional concerns in children. Based on this, the research team has recommended that the Commonwealth consider revising the current policy so that all children in the home under age 5, not just the target child, receive screens.

In addition the research team has made recommendations to OCYF regarding the need for continued training and support, as well as the need to have the proper materials to conduct the screening so that good, quality developmental and social-emotional screenings may occur. Moreover, better collaboration between Early Intervention 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.

For research briefs, reports, and presentations about the Developmental Screening Evaluation, please visit the Webpage.
In addition to the research and evaluation projects highlighted above, the Resource Center continued or completed efforts to study the effectiveness of a transfer of learning model, evaluate the organizational effectiveness model employed at the Resource Center, and evaluate the quality of the statewide safety assessment and management process. The Resource Center is also continuing efforts to evaluate the training effectiveness by incorporating knowledge assessments and embedded evaluations into select modules in Charting the Course and the Supervisor Training Series.

Consultation and Support

The Resource Center provides consultation and support services across Pennsylvania with the goal of facilitating positive, strategic, organizational change and the implementation of best practice to improve family serving systems. The American Public Human Services Association’s (APHSA) enhanced Organizational Effectiveness (OE) Framework DAPIM™ model is the primary vehicle to effect continuous quality improvement at the local and state level. Click here to visit APHSA’s website. The Resource Center in collaboration with APHSA have secured the services of a national level consultant to assist in evaluating the DAPIM™ model.

Consultation (also known as technical assistance) is provided through facilitating work sessions, cultivating organizational leadership, encouraging meaningful staff and consumer involvement, identifying root cause needs, embedding application of new knowledge and skills through transfer of learning, and supporting the monitoring and resourcing of continuous improvement efforts.

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. In all we do, much like children and youth agencies serve families individually, we meet our customers where they are and use our models, tools, and skills to facilitate collaborative change and positive outcomes for children, youth, and families and the child welfare system.
The chart below shows the percentage of time spent in some of the core practice areas provided by Organizational Effectiveness staff.

Below are some specific examples of technical assistance services provided by the Organization Effectiveness Department during last year in the core areas illustrated above:

- **CQI**
  - Providing Site Lead support before, during, and after the QSR portion of CQI including: Conducting county staff training sessions to understand the QSR process
  - Training for reviewers
  - Second layer quality reviews
  - Presenting QSR data to county staff and stakeholders
  - Facilitating of Continuous Improvement Plan development
  - Participation as QSR reviewers

- **Organizational Effectiveness**
  - Supporting the formation of sponsor teams and continuous improvement teams
  - Conducting Organizational Readiness for Change (ORC) assessments and providing analysis of data gathered
• Facilitating focus groups and providing summary of findings
• Supporting teaming and competency development with leaders, management teams, and supervisors
• Assisting with the understanding and implementation of decision making structures
• Modeling youth and family engagement through consumer participation in technical assistance services
• Supporting communication plan development, implementation, and monitoring

• **Safety Assessment**
  • Co-facilitating (with OCYF) safety support sessions to review family files with supervisors and caseworkers
  • Supporting the statewide Safety Sponsor Team and safety workgroups

• **Permanency Planning**
  • Co-facilitating (with OCYF) critical case reviews (also called NGA meetings in some counties)
  • Participating on the Administrative Office of Pennsylvania Courts’ workgroups
  • Facilitating county assessments and plans related to the number of children in placement, prevention services, and placement decision criteria
  • Facilitating concurrent planning understanding, plan development, and implementation of expanded practice
  • Assisting with resource parent handbook development and procedures to strengthen birth family and resource parent relationships

• **Independent Living (services to support older youth)**
  • Conducting site visits in all counties to support IL services
  • Communicating information to support statewide changes
  • Supporting new IL coordinators and providing networking opportunities
  • Supporting National Youth in Transition Database and Pennsylvania Independent Living Outcomes Tracking System

• **Family Engagement**
  • Supporting FGDM Leadership Team and Statewide Meetings
  • Facilitating Family Finding efforts
  • Assisting with father engagement efforts
  • Family Centers
  • Conducting Family Center, Time-Limited Family Reunification, and Promoting Responsible Father site visits
  • Supporting community meetings and collaboration
  • Assisting with the Peer Review process between Centers
  • Supporting collaboration between Family Centers and CYS agencies
Below is some feedback regarding these services:

“Having worked in two county children & youth agencies, I have benefitted from the support and guidance of CWRC staff who have coached and modeled organizational effectiveness. Within both agencies, the efforts focused on facilitating change to better meet the mission of the agency as well as, improving practice. The organizational effectiveness work promoted solutions from within the agency, providing a voice to staff who had recommendations on how we could improve. It also created a structure to gain external feedback and build collaborative solutions. For me personally, it helped me learn new ways to present ideas and allow staff to “own” some solutions. I now recognize the OE work supported through CWRC is a parallel process to our engagement efforts with families in decision-making and planning.”

Sue A. Cohick
Administrator, Children & Youth

“EVERYTHING! Our Practice Improvement Specialist made implementing concurrent planning attainable. Without this help, it was difficult to wrap our heads around coming up with a plan.

Our Practice Improvement Specialist has always been available to this agency in all regards, not just concurrent planning. She is excellent with clarifying policies to our staff, which our agency has done several different times”.

CYS Administrator
Primary Purpose: Elevate Child Welfare Practice in Pennsylvania

The primary purpose of developing and revising tools, materials and curricula is to support the elevation of child welfare practice by promoting the long-term career development of public child welfare professionals.

This purpose is accomplished through the development and delivery of tools, materials, and curricula that support and is aligned with Pennsylvania’s Child Welfare Practice Model and improvement initiatives; such as the Child Family Service Review, the Continuous Quality Improvement project, and established empirically based best practices.

Tools, materials, and curricula are developed for specific classifications of child welfare professionals including direct service workers, supervisors, and administrators.

Tools, materials, and curricula are competency-based with an emphasis on the knowledge (information), skills (observable competence), and ability (observable behavior) necessary for child welfare professionals to competently perform job tasks to ensure the safety, well-being, and permanency of Pennsylvania’s children and youth.

Competencies are currently under revision to ensure that they are aligned with Pennsylvania’s recently updated Child Welfare Practice Model.

In FY 2012/2013, the Resource Center completed the development of thirty-four new curricula and revisions to sixteen existing curricula.

With a few exceptions, due to copyright restrictions, all Resource Center curricula is located at the Resource Center’s Curriculum Page.

In the development and revision of tools, materials and curricula that will achieve the professional development needs of the child welfare professionals, assigned
Curriculum and Instructional Development Specialists engage in multiple activities and strategies including but not limited to:

- Partnering with Resource Center’s partners, the Department of Public Welfare, and the Pennsylvania Children and Youth Administrators in the identification of tools, materials, and curricula to be developed or revised;
- Collaborating with the Administrative Office of Pennsylvania’s Court to support both the improved functioning of the child welfare system and dependency courts;
- Convening and conducting quality assurance committees consisting of multidisciplinary professionals who have expertise in topics related to the development of the tools, materials, and curricula;
- Consulting with content experts and established advisory committees such as the Diversity Task Force and Supervisor Advisory Workgroup;
- Incorporating empirically based literature and best practices;
- Incorporating the role and voice of youth and parent consumers;
- Analyzing Child Family Service Review and Quality Service Review data to identify knowledge and skill gaps and strengthening those concepts in the development of tools, materials, and curricula;
- Participating in Quality Service Reviews to facilitate understanding of practice improvement initiatives and the front-line experience;
- Intentionally incorporating and reinforcing values and themes from the practice model in the curricula;
- Developing transfer of learning components and activities to support the curricula;
- Using the Assessment Design Development Implementation Evaluation Model to clearly determine the learning objectives, the audience, and the scope of the tools, materials, and curricula to be developed; and
- Employing decision guides to support the determination of the format of the tools, materials and curricula to be developed, such as in-classroom, online, or blended.

The selection of tools, materials, and curricula to be develop or revised is based upon an established criteria which prioritizes statutory enactments and amendments, the availability of existing resources that will meet identified professional development needs, how extensive or widespread the professional development need, and the time frame in which the professional development need must be met.

The Resource Center offers both foundational and specialized related curricula in the classroom, online, and in blended formats. Charting the Course, the foundational curriculum leading to Direct Service Worker certification, consists of 120 hours of in-classroom instruction and six hours of pre and post online transfer of learning activities and instruction. Supervisor Training Series is a 60 hour certification series delivered to newly assigned supervisors. The Leadership Academy includes the Foundation of Leadership Series which provides certification for administrators.
The Resource Center delivered over 1400 workshops in FY 2012/2013 to child welfare professionals throughout Pennsylvania.

The following chart identifies the percentage of training sessions by workshop type. Thirty-six percent of all offerings represent one of the certification series for caseworkers and supervisors. Three hundred and sixty two caseworkers and 76 supervisors were certified this fiscal year.
To breakdown the “other” category in more detail, the following chart identifies the top 5 trainings delivered outside of the certification series trainings.

In addition, the Resource Center has continued to expand the number of online training options available to Pennsylvania’s child welfare professionals. There are now 24 online courses available. During this fiscal year, 975 participants completed 1201 online courses.

To support continuous quality improvement and the consistent and competent delivery of training sessions and workshops, the Resource Center engages in multiple activities and strategies in its recruitment, selection, and development of its trainers including but not limited to:

- Conducting an extensive trainer/consultant selection process consisting of an application, reference check, and panel interview;
- Prioritizing the selection of experienced child welfare professionals who have worked in Pennsylvania’s child welfare system and with training experience;
- Recruiting youth and parent consumers as co-trainers;
- Providing selected trainers/consultants with a foundational course on training, platform, and facilitation skills;
- Requiring trainer/consultants to deliver a practice training session which includes critical feedback from peers and Resource Center staff;
• Supporting trainers/consultants participation in quality service reviews;
• Training or mentoring trainers/consultants on curriculum content prior to approving them to train the curriculum;
• Observing trainers/consultants the first time they deliver a curriculum and on a periodic basis and providing them critical feedback on their training, platform, and facilitation skills;
• Providing trainers/consultants technical assistance;
• Requiring trainers/consultants to obtain a minimum of six professional development hours annually;
• Providing professional development opportunities for trainers/consultants through training sessions, quarterly newsletter, and a trainer/consultant handbook;
• Convening monthly consultant/trainer advisory group conference call meetings;
• Conducting level one evaluations of all training sessions;
• Requesting trainers/consultants to provide feedback after every time they train a curriculum; and
• Developing a trainer utilization process to ensure the equitable assignment of trainers to deliver curriculum.

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. There are a variety of means by which the Resource Center supports family engagement including training and technical assistance. The following sections will highlight significant youth and family engagement work by the Resource Center.

Families and Communities United (FCU)

Families and Communities United (FCU) is a parent advisory board comprised of a passionate group of family members and professionals working together to improve the lives of children, youth and families involved in the child welfare system and
impact positive change within the child welfare system. This commitment to enhance quality of life for individuals and communities is core to the mission, vision, and values of Pennsylvania’s child welfare system.

FCU exemplifies Pennsylvania’s Child Welfare Practice Model and used it to guide the development of their strategic plan.

FCU’s 2012-2013 Highlights include:

- Increasing our membership to 19 active members.
- Provide family engagement resources to our visitors via the FCU Website.
- Parent participation in QSRs and panel presentations.
- Provided technical assistance to counties, private providers, and collaborated with stakeholders such as SWAN, AOPC, and OCYF.
- Provided feedback and recommendations to AOPC’s Father Engagement Workgroup on the creation of the Bench Cards on Father Engagement.
- Provide TA to support a county in the development of a survey to determine the training needs and issues/concerns of their resource families.
- Train Module 9 of Charting The Course across the Commonwealth.

**Youth Engagement**

In 2013, the Resource Center hired an additional Youth Quality Improvement Specialist to assist in the delivery of trainings and technical assistance as well as, provide oversight to the Older Youth Retreat and Youth Advisory Board (YAB). These positions represent the highest level in our continuum of volunteer and employment opportunities.

The Resource Center’s second level of opportunity is a paid internship. These positions are titled Youth Ambassadors and during the 2012-2013 fiscal year we employed four. Youth Ambassadors continue to lead youth engagement training and technical assistance efforts across Pennsylvania. Youth continue to support the Youth Advisory Board, Older Youth Retreat, Know Your Rights trainings, as well as, providing keynote presentations at multiple conferences and events. Additionally, Youth Ambassadors and the Youth Quality Improvement Specialist continue to support internal Resource Center operations including reviewing curriculum, participating on workgroups, and the interviewing and selection of new staff.

The 2012-2013 fiscal year was a big year for Pennsylvania’s Youth Advisory Board. The YAB continued to strengthen its efforts with advocating, educating, and forming partnerships to create positive changes in child welfare. There has been a bigger push for leadership within the regional structure of the YAB. 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.

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’s. The YAB’s current strategic plan focuses on implementing Act 80 and 91. (Act 80, became effective on July 1, 2012, extended guardianship and adoption subsidies to age 21 for certain eligible youth. Act 91, became effective on July 5, 2012, expanded the criteria for youth to remain dependent under court jurisdiction.) In addition, the four areas the YAB focused on were permanency, age-appropriate freedoms, resumption of jurisdiction, and housing options. Each regional YAB worked on a strategic plan during a Leadership Summit held in October of 2012. The YAB also participated in a panel at the PCYA during that time. In June 2012, YAB held another Youth Leadership Summit to work on team building, story-telling, and for youth members to learn about the Quality Service Review.

The YAB worked on a number of products this year to highlight, in a youth-friendly way, a number of statewide initiatives. Their first product was in partnership with the Administrative Office of Pennsylvania Courts and was created to explain to youth who are or have been in care their options for resumption of Jurisdiction. The YAB also has started assisting with the National Youth in Transition Database by creating a statewide logo and flyer that can be used to engage youth in the survey.

The Resource Center continues to provide SAT and College Waivers to youth across the Commonwealth.

The Resource Center was also nominated as an outstanding initiative to be recognized by Youth Thrive, a national program with a goal of emphasizing outstanding efforts to improve outcomes for older youth in care. The nomination focused upon the efforts to support YAB and Youth/Family engagement throughout the state. The Resource Center is among the finalists for this award.

In addition to supporting the Pennsylvania Youth Advisory Board, the Resource Center continues its partnership with youth in planning and facilitating the annual
Older Youth Retreat. A committee comprised of youth, county staff, Resource Center staff, and other statewide partners planned and implemented the week’s activities which included classroom sessions, tournaments, a banquet, a dance, a talent show, and activity sessions. The purpose of the retreat is to afford current and former foster care youth educational, practical and social experiences for a week while living on a college campus. In the 2012-2013 fiscal year, the retreat, United Not Divided was held the week of August 5-9 2013, on the University of Pittsburgh’s Johnstown campus. Participants included 98 youth, ranging in age from 16-21 years of age, and over 40 staff from 32 counties across the state.

The 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. For more information, please visit the Older Youth Website. Success will be achieved when youth, alumni, and family voices are not only heard, but when their voices are the ones leading the process.

Advocacy 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. Strategies in this area include support of Pennsylvania’s Continuous Quality Improvement Efforts and supporting activities related to the Child Abuse Prevention and Treatment Act.
Child Abuse Prevention and Treatment Act (CAPTA)

In 2010, Pennsylvania became CAPTA compliant when three Citizen Review Panel’s (CRP) were established. The CRPs are located regionally and cover 36 of Pennsylvania’s 67 counties. Members serving on the panels are volunteers and are charged with developing an annual report to the Department of Public Welfare. Contained in the report are recommendations aimed at improving Pennsylvania’s child protective services policies, procedures, and practices. These reports cover the calendar year but are published, along with the State’s responses, within Pennsylvania’s Annual Child Abuse Report. These reports are typically published every April and also include a list of the activities completed by the panel members each year. The complete report can be viewed on line by clicking on the following link: Pennsylvania Annual Child Abuse Reports.

While these panels are independent entities, the Resource Center provides support for their work in a variety of ways, including but not limited to, supporting their bi-monthly regional and bi-annual state meetings, data collection, and communication to key stakeholders. For more information on Resource Center’s work related to the CRP’s go to the Resource Center’s CAPTA webpage.

Children’s Justice Act

The Resource Center continues to support the work of Pennsylvania’s Children’s Justice Act in Pennsylvania, as well as the work of the Children’s Justice Act Subcommittee. This year, the Resource Center supported and participated in the development of the Model Set of Standards for Pennsylvania’s Multidisciplinary Investigative Teams and assisted in the planning for Second Annual Conference on Child Maltreatment held at Penn State. The Model Set of Standards was introduced at this conference in September 2013. In addition, a member of our staff attended the Children’s Justice Act Annual Grantee meeting in April 2013.

Caseworker Visitation

In 2008, the University of Pittsburgh’s, School of Social Work, Child Welfare Research and Education Program partnered with the Office of Children Youth and Families to conduct research regarding mobile technology and quality caseworker’s visitation practices. While the research project ended in late 2011, the Resource Center has continued to support counties use of technology to improve practice. To support the use of the equipment, the Resource Center hosted Quarterly Networking sessions and resource materials throughout the year. These purchases of the technology and
the support offered was supported using funding provided through the Child and Family Services Act. From 2010 to 2013, the following technology was distributed to counties:

1023 Tablet PCs
209 Mobile Printers
200 Dragon Naturally Speaking Voice Recognition Software Licenses
828 Voice Recognition Software Headsets

More information on the work in this area and the equipment distributed can be found at the Resource Center’s Quality Visitation webpage.

Development & Implementation of a Quality Improvement Process

Implementing change at the local level is critical to the achievement of positive child, youth and family outcomes, particularly in a state-supervised and county-administered state. Pennsylvania’s Continuous Quality Improvement (CQI) approach is an effort to reshape the system at the local and state level to support the achievement of positive outcomes for our children, youth and families. The Resource Center has remained a key stakeholder and partner in the strategies of implementing and monitoring Pennsylvania’s Continuous Quality Improvement effort.

The Quality Services Review (QSR) process is one critical component of the CQI effort, which is used to assess and monitor practice. The QSR process takes a closer look at the implementation of Pennsylvania’s Child Welfare Practice Model while also conducting a system-wide evaluation about how all system partners work together as a team to provide quality and effective services. The QSR uses a combination of record reviews, interviews, observations, and deductions made from fact patterns gathered and interpreted by trained cross-systems reviewers.
regarding children, youth and families receiving services. Pennsylvania’s QSR Protocol, developed in collaboration with Human Systems and Outcomes (HSO), outlines a specific set of 23 indicators that are then used to examine the status of the child/youth and parent/caregiver and analyzing the responsiveness and effectiveness of core practice functions. Indicators are divided into two distinct domains: Child, Youth and Family Status and Practice Performance.

The following information includes the summary findings from a report released in March 2013 regarding the second round of state-supported Quality Service Reviews (QSR) which were conducted between December 2011 and June 2012. The full report can be found on the Child Welfare Resource Center’s CQI webpage. During the second round, QSRs were held in 11 counties and 157 cases were in the original sample – 92 out-of-home cases and 65 in-home cases.

The Child/Youth and Family Status Domain section examines the safety, permanence, and well-being of the child/youth, as well as the capacity of the child/youth’s caregivers (both familial and substitute) to provide support to that child/youth. Nine indicators are utilized with the indicators generally focusing on the 30 days immediately prior to the onsite review. The charts below illustrate the overall percentages of acceptable ratings for the statewide results.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Acceptable Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety: Exposure to Threats of Harm</td>
<td>95%</td>
</tr>
<tr>
<td>Safety: Risk to Self and Others</td>
<td>84%</td>
</tr>
<tr>
<td>Stability</td>
<td>57%</td>
</tr>
<tr>
<td>Living Arrangement</td>
<td>88%</td>
</tr>
<tr>
<td>Permanency</td>
<td>59%</td>
</tr>
<tr>
<td>Physical Health</td>
<td>86%</td>
</tr>
<tr>
<td>Emotional Well-Being</td>
<td>66%</td>
</tr>
<tr>
<td>Early Learning and Development</td>
<td>85%</td>
</tr>
<tr>
<td>Academic Status</td>
<td>75%</td>
</tr>
<tr>
<td>Pathway to Independence</td>
<td>39%</td>
</tr>
<tr>
<td>Parent and Caregiver Functioning</td>
<td>51%</td>
</tr>
</tbody>
</table>

“Child/Youth & Family Domain” Overall Percentage of Acceptable Ratings

The Practice Performance Domain section examines the twelve indicators used to assess the status of core practice functions. These indicators generally focus on the past 90 days from the date of the onsite review, unless otherwise indicated.
Gathering data is only one step in the CQI process. In addition to supporting the Quality Service Reviews conducted in the counties, Resource Center staff and other technical assistance providers also work diligently to support the individualized county specific improvement efforts. Resource Center staff members and key stakeholders will continue to support the improvement efforts by facilitating local and statewide analysis of the data collected from QSRs and other data sources to inform strategic decision making, promote Pennsylvania’s Child Welfare Practice Model, and support continuous improvement planning, implementation, and monitoring.

**Organization and Sponsorship of 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 overarching goal of an improved quality of service.

**Continuing Education Credits**

The Resource Center continued to offer continuing education credit hours in partnership with the University of Pittsburgh, School of Social Work Continuing Education Department.
Training Partnerships

The Resource Center provided leadership within identified task areas for partner committees and provided support with identifying training and curriculum needs. The Resource Center also collaborated with the partners listed below to support events and meetings. These partners included:

- Pennsylvania Children and Youth Administrators and the Leadership Academy Workgroup
- Office of Children, Youth and Families (OCYF)
- Pennsylvania State Resource Family Association (PSRFA)
- Family Group Decision Making Statewide and Leadership Teams
- Fiscal Quality Assurance Committee (QUAC)
- Statewide Adoption and Permanency Network (SWAN)
- Administrative Office of Pennsylvania Courts (AOPC)
- American Bar Association (ABA) National Staff Development and Training Association (NSDTA)

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 chart below shows the training room usage in the Mechanicsburg office.

<table>
<thead>
<tr>
<th>Mechanicsburg Training Room Usage</th>
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</thead>
<tbody>
<tr>
<td>July 1, 2012 - June 30, 2013</td>
</tr>
<tr>
<td>July 1, 2011 - June 30, 2012</td>
</tr>
<tr>
<td>July 1, 2010 - June 30, 2011</td>
</tr>
</tbody>
</table>

- There are 168 agencies currently on the approved list.
- Of these, 70 agencies currently schedule meetings/trainings on a regular basis.

Finally, the department produced and distributed the monthly newsletter, County Connection, to county Children and Youth Agency Training Liaisons and Administrators. Please click here to access these newsletters.
The Resource Center continued to expand and refine efforts in the delivery of products and services using a variety of methods to meet the needs of our consumers and stakeholders. During FY 2012/2013, the Resource Center undertook several resource coordination efforts, including those listed below.

**Identify County Specific and Statewide Consultation and Training Needs**

One of the ways the Resource Center coordinates and prioritizes work is through the assessment of training needs. In FY 2012/2013, Individual Training Needs Assessments (ITNAs) were distributed to 22 counties in January 2013. By May 2013, the Resource Center had received completed ITNAs from all 22 counties. The following is a list of the four content areas most frequently identified as a high need:

<table>
<thead>
<tr>
<th>High Needs Areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Abuse</td>
</tr>
<tr>
<td>Substance Abuse</td>
</tr>
<tr>
<td>Adult Psychopathology</td>
</tr>
<tr>
<td>Legal Issues</td>
</tr>
</tbody>
</table>

**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 coursework and an internship at a public child welfare agency. During the course of the internship, most students are able to complete some or the entire 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. During FY 2012/2013 the Resource Center either deployed or made major enhancements to the following websites and applications.

**Developmental Screening Database**

- This application, used by counties to record Developmental screening data was completely rewritten with added functionality and reporting.

**Rate Review Log**

- This application, used by counties and OCYF to track the progress on their needs based budget submissions, was completely rewritten with added functionality and reporting.

**The Resource Center HUB**

- The Resource Center developed and deployed a SharePoint 2010 site over the web. The original concept of the site was to give the Technical Assistance Collaborative group a place to share and access information between the multiple entities that make up the TA Collaborative. Since then, multiple containers have been added to the site for various workgroups and committees made up of internal staff and stakeholders as well as consumers.

**Information Technology Support**

During FY 2012/2013, Information Technology Support continued to play a major role in resource coordination. Some of the highlights include:

- Collaborating with Curriculum Development in the creation and deployment of eight new online courses, as well as, developing multiple videos to pair with existing classroom curriculum and events.
- Providing equipment setup and support for approximately 512 on and offsite functions and trainings.
- Creating new and enhancing existing software and applications to meet the needs of the Resource Center and its affiliates.
- Developing brochures and media for publications and events.
- Resolving helpdesk tickets and deploying new hardware and software.
In conclusion, this report represents a snapshot of the multiple products and projects completed during this last fiscal year. Our future endeavors include a systematic review of Charting the Course (CTC) to determine types of content that can be best delivered in on-line or in the training room. We will be collaborating with our many stakeholders to develop and deliver training and technical assistance to support the implementation of the Child Protective Services Law (CPSL) amendments. We hope to support you in the implementation of many other practice improvements throughout this next year. These are only some of the highlights for the fiscal year but we are looking forward to another challenging but very rewarding new year.
The test of the morality of a society is what it does for its children.

-Dietrich Bonhoeffer

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