



University of
Pittsburgh

School of
Social Work

Pennsylvania Child Welfare Resource Center



2018 - 2019
ANNUAL REPORT

Table of Contents

Note from the Director	3
Resource Center Overview	4-6
Conduct Research and Evaluation	7-8
Provide Consultation and Support	9-11
Develop and Revise Tools, Materials, and Curricula	11-13
Train Child Welfare Professionals	14-16
Youth and Family Engagement and System Improvement	17-20
Supporting System Improvement	21-29
Resource Coordination	30-33



Note from the Director

With the support of our partners and guidance from our Steering Committee, the Resource Center continued to support Pennsylvania's child welfare workforce through implementation support, training, transfer of learning, technical assistance, evaluation, and project management. Below are a few highlights from the year.

The Resource Center delivered over 1,400 trainings across the Commonwealth to meet the needs of our stakeholders. Over 700 child welfare professionals completed the certification series for direct practice. Also, many support sessions were delivered to aid in the application of new knowledge and skill. Finally, onsite (often county-specific), technical assistance was provided to many counties with focus areas including, but not limited to, organizational effectiveness, older youth related, and Quality Service Reviews (QSRs).

The Resource Center continued to advance research and evaluation activities to support and inform our work and that of the larger child welfare system. The Title IV-E Demonstration Project final evaluation was released in December of 2018. Many valuable lessons learned from the Project will aid Pennsylvania's Child Welfare System as we move toward implementation of the Families First Prevention Services Act. The Resource Center also provided substantial support to the Commonwealth's implementation of the third round of the Child and Family Services Review (CFSR), including leading onsite monitoring efforts at seven sites across the Commonwealth.

Our youth and family engagement efforts continued; highlights include: support of the Pennsylvania Youth Advisory Board (YAB) (with over 400 youth participating in statewide and regional meetings), advocating for improved practices, and better-informed youth. The Youth Advisory Board was officially recognized as a Citizen Review Panel, which provides the Board with the opportunity to develop recommendations for system improvement that are submitted to Pennsylvania's legislature and the Department of Human Services. Lastly, we held the Older Youth Retreat at Pitt-Johnstown in August of 2018. It was another successful year with youth making strong connections with their peers and experiencing life on a college campus.

Finally, the Resource Center continued to offer an online 3-hour free course, Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania. Almost 300,000 participants completed the course during this fiscal year. Feedback continues to be overwhelmingly positive, with almost 90% reporting they feel more confident in their skills and that they will be able to use what they learned in the course.

On behalf of our team, I thank you for your collaboration, support, and commitment to Pennsylvania's children, youth, and families.

Michael Byers



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 Human Services, 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.

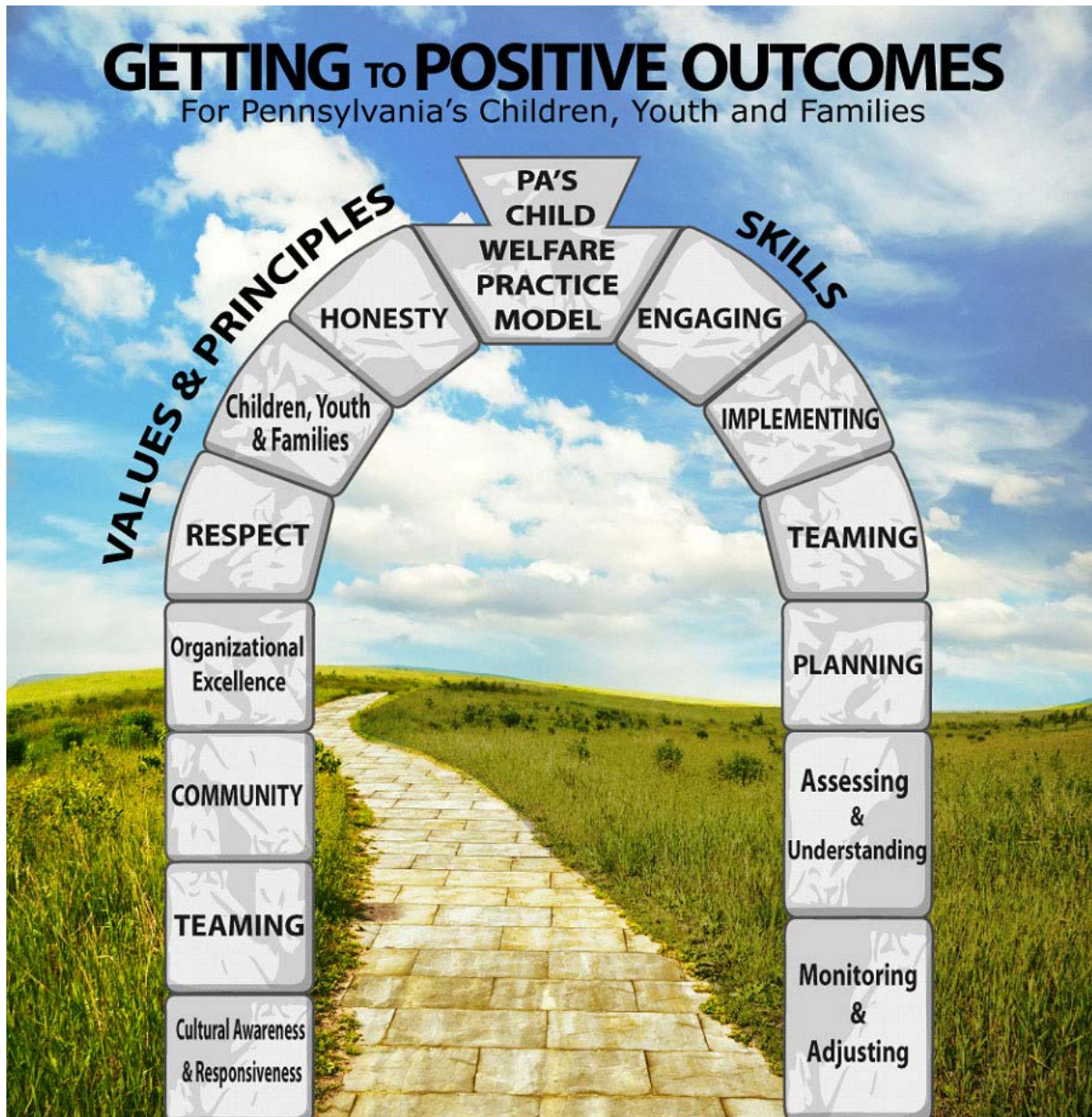
VISION

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.

Pennsylvania's Practice Model



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**
- **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**
- **Research and Evaluation**
- **Statewide Quality Improvement**
- **Technology Development**

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 advanced several major research and evaluation efforts described below.

Evaluation of Pennsylvania's Child Welfare Demonstration Project

In 1994, the U.S. Department of Health and Human Services (DHHS) authorized Child Welfare (Title IV-E) Waiver Demonstration Projects to provide states with opportunities to use federal funds to test innovative approaches to child welfare service delivery and financing. Unlike competitive discretionary grants, waiver demonstration projects do not provide additional funding to carry out new services; rather, they allow for more flexible use of federal funds in order to test new approaches to service delivery, as well as financing structures in an effort to improve outcomes for children and families involved in the child welfare system.

In 2012, Pennsylvania's Office of Children, Youth, and Families (OCYF) and five self-selected counties (Allegheny, Dauphin, Lackawanna, Philadelphia, and Venango) proposed a demonstration project to DHHS. DHHS subsequently approved the Pennsylvania Child Welfare Demonstration Project as well as projects from eight other states. The number of counties grew to six in July 2014 when Crawford County joined the Project.

The Project was carried out in FY 2013-2018. Pennsylvania's Project focused on implementing and expanding the use of family engagement strategies, conducting comprehensive assessments of child and family needs and strengths, and utilizing evidence-based practices (EBPs) in each of the participating counties. It was the intent that these activities would lead to improved placement decisions and child and family functioning, and would ultimately result in improved safety, permanency, and well-being outcomes for children and families involved in the state's child welfare system.

The University of Pittsburgh Pennsylvania Child Welfare Resource Center served as the independent evaluator for Pennsylvania's Title IV-E Waiver Child Welfare Demonstration Project conducted between July 2013 and June 2018. The Evaluation Team implemented an evaluation to investigate the processes, outcomes, and costs associated with the project. The process and outcome evaluations focused on assessment, family engagement, and evidence-based practices in addition to collecting and synthesizing fiscal and outcome data. The waiver evaluation data collection ended June 30, 2018. The Evaluation Team developed the Final Evaluation Report in collaboration with Chapin Hall and submitted it to OCYF in January 2019. A summary of findings is shared below.

Outcome Evaluation Findings

The outcome evaluation used an interrupted time series design with each county acting as their own control. Analyzing across multiple years of data per county, the evaluation found that the likelihood of entering a kinship placement as a first placement increased for all waiver counties with available data, ranging from a 4% increase in Dauphin County to a 20% increase in Lackawanna County. This increase was statistically significant for Allegheny, Lackawanna, and Philadelphia counties ($p < .05$). The likelihood of entering congregate care as a first placement decreased for all counties with available data except for Dauphin County; this decreased likelihood of an initial congregate care placement was statistically significant in Allegheny and Philadelphia counties ($p < .05$). While we cannot say with certainty that these results were due to the waiver interventions (family conferencing and assessment), the timing and mechanism point toward the waiver interventions being associated with this shift in practice.

Fiscal Evaluation Findings

Fiscally, all six demonstration counties saw total child welfare expenditures increase from SFY 2013 levels, although the magnitude of the increase varied by county. Crawford, Dauphin, and Venango saw double digit increases in overall expenditures, while Allegheny, Lackawanna, and Philadelphia saw more modest increases, (between 2% to 6%). All demonstration counties saw an increase in all other child welfare expenses (from 9% in Philadelphia to 37% in Crawford) over the course of the waiver which points towards all counties investing in greater capacity and/or new interventions during the waiver. Finally, the trend in out-of-home (OOH) placement costs and the relationship between changes in OOH placement days, OOH placement costs and the proportion of OOH placement days of all child welfare expenditures varied by county. Even controlling for inflation, all of the counties increased their total child welfare expenditures during the course of the waiver. In addition, the increase in all other child welfare expenses suggests that the counties invested in greater capacity and/or new interventions during the waiver period.

Process Evaluation Findings

Findings from the process evaluation identified that family conferencing could be implemented for almost all families referred to children and youth services, and delivered with fidelity, producing plans which reflected family input. Assessment, while more challenging to implement, was in place by the end of the waiver. Evidence-based practices were the most difficult aspect of the waiver intervention to implement. Caseworker attitudes did not show change over time regarding making referrals, but modest improvements were observed in one county after implementing the evidence-based program, Triple P. Several counties “de-adopted” interventions due to the misfit between client needs and intervention requirements.

The Evaluation Team has shared results from the evaluation and Demonstration Project counties continue to speak about their experiences. Findings and lessons learned from the Demonstration Project are relevant to the requirements associated with the Family First Prevention Services Act and are being considered as the Commonwealth moves toward implementation of this Act.

The complete Final Evaluation Report can be found at the [Demonstration Project’s webpage](#).

Family Group Decision Making (FGDM) Evaluation

The Resource Center supports the ongoing statewide evaluation of Family Group Decision Making. During FY 2018/2019, the Resource Center received surveys from more than 1,300 Family Group Decision Making (FGDM) conferences that were held across the state with over 11,000 participating family members and professionals. Some counties and providers use FGDM, but do not participate in the Resource Center's evaluation; therefore, the actual number of conferences held across the state is likely higher. The FGDM Evaluation measures fidelity to the FGDM model by asking each conference participant to complete a survey that contains various questions measuring cultural safety, community partnerships, and family leadership. Consistent with results from previous years, the conference surveys continue to show that families and professionals alike view the conferences positively and find them to be beneficial.

During FY 2018/2019, the Resource Center continued to encourage counties and stakeholders to access their evaluation data through the FGDM Dashboards to monitor and identify areas to improve their practice. The Resource Center updated the Dashboards to include information about outcomes that occurred for the child/youth since the conference (e.g., living situation and stability since the conference; the effectiveness of the family plan in meeting the conference purpose; changes in overall well-being, physical needs, educational needs) as well as the occurrence of follow-up and new conferences. In addition, the Resource Center continued to promote electronic data submission via the FGDM Statewide Evaluation Portal and piloted an option for participants to complete surveys online.

The Resource Center also analyzed evaluation data and created brief reports on specific topics. These topics include participants' perception of safety during FGDM conferences as well as identifying who participates in conferences for older youth. Evaluation data and resources, including the Dashboards and online forms, can be found at the [FGDM webpage](#).

Evaluation of Training

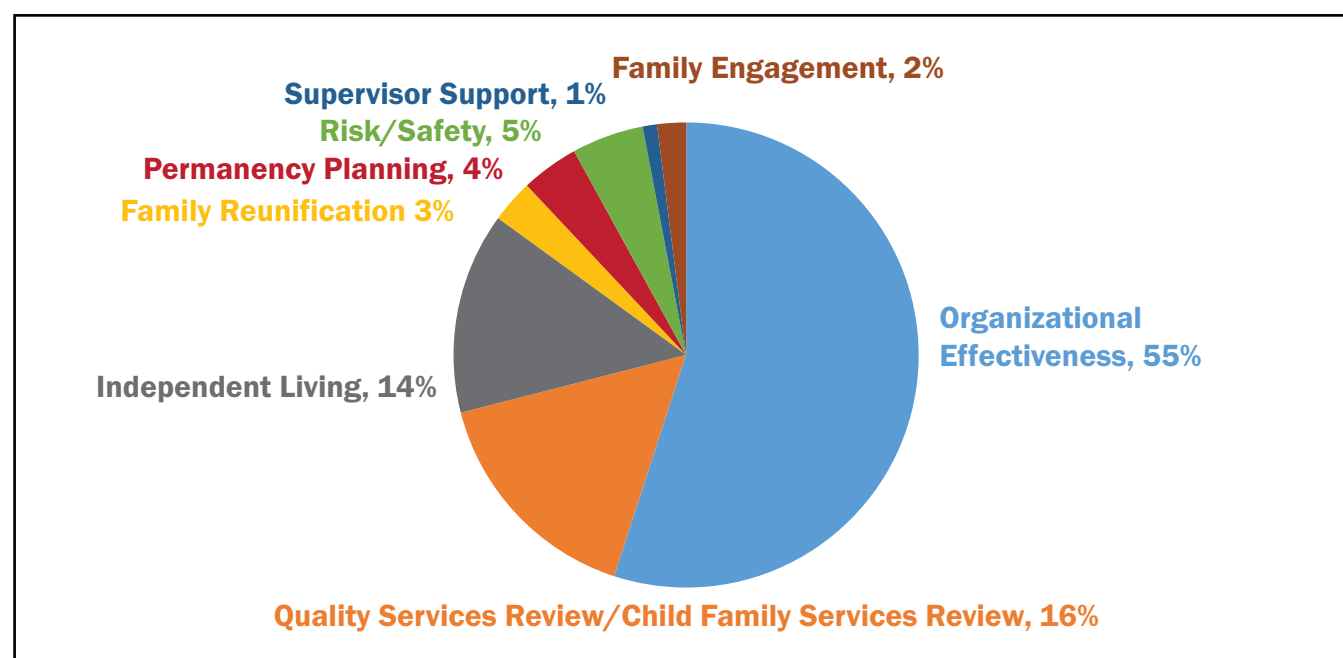
The Resource Center is committed to evaluating the effectiveness of training, using data to improve training program products, and contributing to the field of child welfare. During FY 2018/2019, the Resource Center conducted several pilots of the revised training for new caseworkers, now referred to as Foundations for Caseworkers. These pilots included the implementation of electronic data collection to capture participant feedback after each in-person workshop, simulation observations and ratings, and participants' perceptions of supports and barriers to the transfer of learning in addition to the knowledge check responses captured in the online portion of the training. Software specifically used to capture participants' responses to Team Based Learning™ activities was also implemented. The data collected via this software provides instructors immediate access to information to assist them in identifying gaps in knowledge or areas of confusion before moving ahead in the course. These data collection strategies are being incorporated throughout other curricula. Altogether, the data will allow the Resource Center to assess the performance of items, enhance the curriculum, and ultimately, the effectiveness of training.

Provide Consultation and Support

The Organizational Effectiveness/Regional Team Department at the Child Welfare Resource Center helps to support organizational change and the implementation of best practice across Pennsylvania. In partnership with county children and youth agencies and technical assistance partners, we engage in Continuous Quality Improvement (CQI) efforts to make systems change and support agency mission, vision, and values.

The chart below shows the percentage of time spent in some of the core practice areas provided by Organizational Effectiveness (OE) staff at the Resource Center.

Technical Assistance Provided July 1, 2018 to June 30, 2019



Organizational Effectiveness services continue to be the main technical assistance provided by OE staff. These services include organizational assessments, formation of sponsor teams and continuous improvement teams, development of processes and procedures, and continuous improvement plan implementation and monitoring. Support is also provided to strengthen leadership teams including meetings with supervisors, managers, and administrators.

Every county received at least one visit from a Practice Improvement Specialist in FY 2018/2019 and over half of the counties received more than one visit. Workplans are developed with county teams engaging in ongoing technical assistance services to identify goals and timelines for the

projects. Progress reports are completed on a quarterly basis and shared with the county team and OCYF Central Management Office and Regional Directors.

Support was provided for Quality Service Reviews (QSRs) and the seven onsite Child and Family Service Reviews (CFRS). The thirteen Family Reunification (FR) Programs received a site visit during FY 2018/2019. Safety Assessment and Risk Assessment Support Sessions continue to be offered to guide crucial conversations and decision making. Over 60 risk and safety support sessions were held in 25 different counties. Safety support sessions continue to be co-facilitated with the Office of Children, Youth, and Families (OCYF) regional office representatives.

Every county received an IL site visit and program enhancements were implemented to strengthen services for older youth. Site visits include invitations to all key stakeholders, a required presite visit questionnaire, an onsite meeting, youth interviews, OCYF review and approval of the final report, and follow up contact to analyze the report findings and identify next steps.

The impact of technical assistance is evaluated in a variety of different methods. There is an increased emphasis on using county data to establish baselines and monitor efforts and results. Sometimes the effort is to develop a continuous improvement process or to refine processes and procedures to ensure the data is accurate and timely.

The Resource Center continues to work with OCYF and counties to prioritize technical assistance requests and ensure that the services provided are moving practice forward. For more information about OE services go to: <http://www.pacwrc.pitt.edu/OE-Department.htm>.

Develop and Revise Tools, Materials, and Curricula

Primary Purpose: Elevate Child Welfare Practice in Pennsylvania

The University of Pittsburgh, School of Social Work, Pennsylvania Child Welfare Resource Center, in partnership with the Office of Children, Youth, and Families, and the Pennsylvania Children and Youth Administrators provides competency-based training, technical assistance, and transfer of learning designed to facilitate and sustain positive change in the child welfare system. To accomplish its purpose to support the elevation of child welfare practice by promoting the long-term career development of public child welfare professionals, the Resource Center continuously examines, develops, and revises its tools, materials, and curricula.

The Resource Center's continuum of products and services are guided by competencies. Competencies are broad statements of knowledge, values, and skills that are essential for effective child welfare practice. The goal of competency-based education and preparation for practice is to build child welfare professionals' competence, confidence, and compassion to support the safety, permanency, and well-being of children involved in Pennsylvania's child welfare system.

This year the Resource Center completed its substantial revision and redesign of its new caseworker certification series. On July 1, 2019, Foundations of Pennsylvania Child Welfare Practice: Building Competence, Confidence, and Compassion (Foundations) officially launched across the Commonwealth. Foundations, which was developed to align with Pennsylvania's Child Welfare Practice Model and Competencies, centers on the core issues of safety, permanency, and well-being. Comprised of 40 hours of online course work, 72 hours of in-person trainings, and 12 hours of field assignments, Foundations is 124 hours of study and skills practice. Ten primary modules are made up of online, in-person, and field work components.

- [Module 1: Introduction to Child Welfare Practice](#)
- [Module 2: Introduction to Engagement](#)
- [Module 3: CPS/GPS](#)
- [Module 4: Safety Assessment](#)
- [Module 5: Risk Assessment](#)
- [Module 6: Permanency and Concurrent Planning](#)
- [Module 7: Dependency Court Practice](#)
- [Module 8: Family Service Planning](#)
- [Module 9: Achieving Permanency](#)
- [Module 10: Professional Development](#)

The series includes additional online courses that can be taken in any order. Topics range from educational advocacy to child development to personal safety. Foundations enhances the partnership between the Child Welfare Resource Center and county children and youth agencies. Participants work through the series with a designated advisor, someone from his/her county agency who provides support and feedback and certifies completion of field assignments.

Foundations includes the use of innovative training methods including Team-Based Learning™ (TBL) and simulation-based training. During in-class TBL™ modules, learners first work as individuals and then in diverse teams, engaging in critical thinking along the way. Ultimately, those teams go on to solve realistic problems related to child welfare practice later in the training day. Simulation and the use of standardized clients/standardized attorneys gives learners the opportunity for skills practice in realistic scenarios and settings. To support the delivery of simulation-based training sessions, the Resource Center created multiple simulation labs located across the Commonwealth that resemble an apartment or a courtroom. Standardized clients and standardized attorneys enhance the simulation experience by portraying realistic roles during simulation-based trainings. To learn more about Foundations, Team-Based Learning™, simulation, and more, visit the Foundations landing page on the Resource Center Website at www.pacwrc.pitt.edu/Foundations. A video depicting the use of team-based learning and simulation sessions can be viewed here: <http://www.pacwrc.pitt.edu/Videos/TBLSimVideo2018.mp4> Pennsylvania Child Welfare Competencies are also located on the Resource Center Website at: <http://www.pacwrc.pitt.edu/pcwc/Competencies.htm>.

Overall, the Resource Center's new development and revision of its other curriculum has consisted of an increase in content being delivered in an online format to support the learners in gaining factual knowledge at their own pace, at their convenience, and at their home office.

In FY 2018/2019 the Resource Center completed the development of 30 new curricula, including 25 Foundations Modules and revisions to 21 existing curricula.

30 new curricula developed **21** curricula revised

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 key stakeholders, the Department of Human Services, 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 curriculum needs assessment meetings and quality assurance committees consisting of subject matter experts and multidisciplinary professionals who have expertise in topics related to the development of the tools, materials, and curricula.
- Consulting with subject matter experts and established advisory committees such as the Diversity Task Force.
- Incorporating empirically based literature and best practices.
- Incorporating the role and voice of youth and parent consumers.
- Analyzing Child and 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 and Child and Family 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 Analysis-Design-Development-Implementation-Evaluation (ADDIE) Model to clearly determine the learning objectives, the audience, and the scope of the tools, materials, and curricula to be developed.
- 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.
- Developing online curriculum directly into an online authoring software tool, Lectora.
- Using stories to engage e-Learners by enhancing skills in scenario development.
- Incorporating Team Based Learning™ into curriculum design
- Incorporating Simulation Based Learning and the use of Standardized Clients and Standardized Attorneys into curriculum design

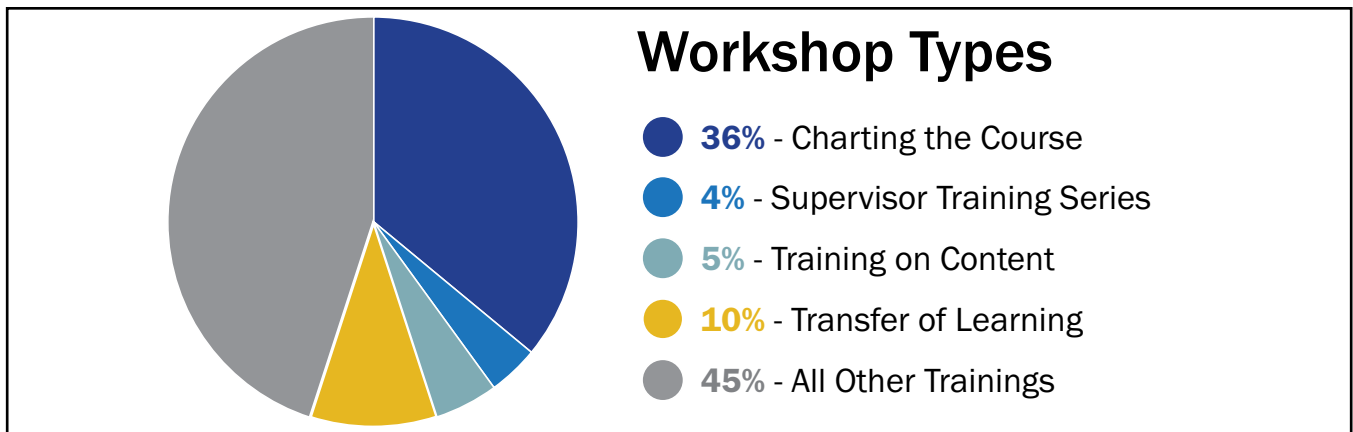
With a few exceptions, due to copyright restrictions, all Resource Center curricula are located at the Resource Center's Curriculum Page.

Train Child Welfare Professionals

Child welfare professionals from 391 agencies across Pennsylvania attended over 1,400 workshops delivered by the Resource Center in FY 2018/2019.

1,408 workshops delivered

The following chart identifies the percentage of training sessions by workshop type. Fifty one percent of all offerings represent one of the certification series for caseworkers and supervisors. Seven hundred and twenty-six (726) child welfare caseworkers and 100 supervisors completed their respective certification series. The chart below depicts the breakdown of workshop types delivered in FY 2018/2019.



To breakdown the “other” category in more detail, the following chart identifies the top training sessions delivered outside of the certification areas.



During FY 2018/2019, the Resource Center, in partnership with SAM, Inc. provided 26 counties 61 simulation training sessions. Over 790 participants, both caseworkers and supervisors, participated in these sessions.

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 60 online courses available.

60 online course options **4,685** participants completed one or more online course

Finally, the Resource Center continued to offer an online 3-hour free course: Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania. Over 294,000 participants completed the course during this fiscal year. Of that number, over 144,000 trainee records were processed and sent to the Department of State for licensure renewal. Additionally, 13% (or 38,124) of trainees who completed the course indicated they had previously made a report of child abuse. Feedback continues to be overwhelmingly positive with over 90% reporting they feel more confident in their skills and that they will be able to use what they learned in the course.

To support the unique and powerful curriculum revisions and redesign discussed above and continuous quality improvement of training delivery, the Resource Center has undertaken extensive efforts to retrain its contracted instructors and, in its recruitment, and management of standardized clients (SC) and attorneys (SA). New instructor competencies and a new Instructor Competency Training (ICT) have been delivered several times this fiscal year. The ICT offers both online and in-person sessions, where the contracted instructors learn and practice team-based learning techniques within a team-based format. To promote the contracted instructors' professional development, new tools, such as observation forms, and additional training opportunities are in development.

Standardized clients (SC) are part-time employees who have been recruited and retained to support the delivery of simulation-based training sessions. They have been trained to provide a realistic portrayal of a client in a variety of scenarios such as interviewing, conducting safety assessments, and full disclosure interviews. They also provided meaningful behaviorally based feedback to the learner at the conclusion of the simulation. Standardized attorneys (SA), attorneys who have practiced in dependency court, conduct direct and cross examinations of the learners during a dependency court mock hearing. At the conclusion of the learners' practice testimony, these attorneys also provide behaviorally based feedback.

The Resource Center organizes and sponsors many events each year with the 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

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 following partners to support events and meetings:

- 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
- Statewide Adoption and Permanency Network (SWAN)
- Administrative Office of Pennsylvania Courts (AOPC)
- American Bar Association (ABA)
- National Staff Development and Training Association (NSDTA)
- Team Based Learning™ Collaborative

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.

Finally, the Resource Center 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.



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 youth and family engagement, including training and technical assistance. The following sections will highlight significant youth and family engagement work by the Resource Center.

Family Engagement

The Resource Center remains committed to supporting child welfare professionals in their efforts to effectively establish and maintain relationships with children, youth, families and all other team members to ensure families' active participation in shaping decisions about their needs, goals, supports, and services. To support engagement practices at the county, regional, and statewide levels, the Resource Center employs a Family Engagement Project Manager. Understanding that family engagement at the practice, policy, and systems levels is necessary for positive change in the child welfare system, the Resource Center also employs a full-time Parent Ambassador who is a former constituent of the child welfare system. The Parent Ambassador supports integration of the parent perspective across family engagement products and services.

Both positions work closely with the Resource Center's curriculum team and Practice Improvement Specialists to support continuous quality improvement efforts regarding family engagement products and services. The Family Engagement project manager and the Parent Ambassador also support enhancing engagement efforts statewide through close collaboration with external stakeholders.

The focus of FY 2018/2019 continued to include supporting the expansion, implementation, and continuous quality improvement of Family Group Decision Making (FGDM) and Family Finding. Efforts included the ongoing support to PA's FGDM Leadership Team, as well as their four subcommittees. This included hosting two semi-annual statewide meetings that each had approximately 100 participants. The first statewide meeting focused on Timely Engagement and Teaming with Kin to Respond to Crisis Situations. The second statewide meeting was the first of a two-part series focusing on Safety Awareness and Responsiveness Throughout the FGDM Process.

In addition to the FGDM statewide events, the Resource Center, in collaboration with state partners, hosted the first Family Finding Statewide meeting. The meeting provided the opportunity for peer-to-peer learning amongst counties' family finding teams, focusing on system and practice successes and areas for improvement.

Youth Engagement

In FY 2018/2019, the Resource Center continued to employ Youth Quality Improvement Specialists to assist in the delivery of training and technical assistance, as well as to provide support to the Older Youth Retreat and PA Youth Advisory Board (YAB) regional and statewide efforts. These positions are held by former constituents of the child welfare system. The role these former youth consumers play represents the highest level of youth engagement in our continuum of employment opportunities at the Resource Center.

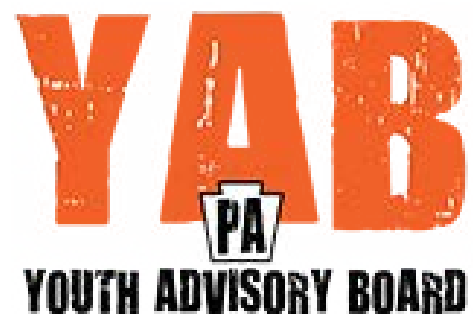
The Resource Center's second level of opportunity for engagement of youth is the Youth Ambassador position. The Youth Ambassador helps lead youth engagement training and technical assistance efforts across Pennsylvania, often in collaboration with our Youth Quality Improvement Specialists, Older Youth Project Manager, and Practice Improvement Specialists working in the counties. Eligible candidates have experienced out-of-home placement through the child welfare system. The requirement for individuals to be enrolled in post-secondary education was removed this year to access a greater pool of qualified youth alumnus. The Resource Center successfully filled the Youth Ambassador part-time position in June 2019.

In addition to employing former constituents of the foster care system, the Resource Center partners with youth currently or formerly in foster care and independent living professionals to plan and facilitate the annual Older Youth Retreat, held August 6-10, 2018. A steering committee comprised of youth, county staff, stakeholders, and statewide partners planned and implemented the week's activities, which included youth-led peer group sessions, activity sessions, and other special events. Youth also participated in focus groups related to Pennsylvania's priorities for older youth to help inform the development of Pennsylvania's 5-year plan. This allowed youth to share their experiences in foster care and discuss concerns they wanted to see addressed over the next five years. This year's retreat, held at the University of Pittsburgh's Johnstown campus, included 91 youth, and 48 staff representing 36 counties across the state. For more detailed information regarding the 2018 Older Youth Retreat, please visit the Youth Advisory Board website at <http://www.payab.pitt.edu/ILRetreat.htm>

Over the past year, the Resource Center provided over 68 fee waivers for both the SAT Reasoning Test and the SAT Subject Test. These waivers are available for current high school students who cannot afford to pay the test fees. The Resource Center also continues to share financial aid information to assist older youth in care in finding ways to finance post-secondary education via webinars and resource sharing through the IL Listserv.

Pennsylvania Youth Advisory Board

The Resource Center continues to provide support to the PA Youth Advisory Board (YAB). Over 400+ youth participate in statewide, regional, and local YABs. One of the main objectives of the YAB is developing youth leaders to effectively use their personal experiences to advocate for changes in the child welfare system. Youth are given resources and training on how to strategically and safely share their stories to impact system change and practice. The topics youth address ranges from



education to normalcy to permanency. Know Your Rights training is available to youth in Pennsylvania so that they can learn how to advocate for themselves.

In FY 2018/2019, The PA Youth Advisory Board (YAB) was appointed by DHS as the fourth Citizen Review Panel (CRP), providing youth a venue to promote recommendations to address concerns that impact youth transitioning from foster care into adulthood. This year, the YAB focused on creating a Youth Questionnaire, as well as a Resource Parent Brochure. The Youth Questionnaire is an online resource that provides a platform for youth to introduce themselves to potential resource families in their own words. It also provides an avenue for youth to begin a dialogue with resource families about some of the challenges they face as they transition to adulthood, and ways in which the resource family can support them in that transition. In addition to the Youth Questionnaire, the YAB developed a Resource Parent brochure outlining tips for supporting older youth in transition. The goal is for the brochure to be incorporated into existing training for resource parents.

The Resource Center continues to support the annual YAB Leadership Summit, which was held in June 2019. There were 30 youth in attendance, representing each of the six regions across the state. The two-day event provided professional development opportunities and workshops co-facilitated by youth and staff. The Leadership Summit is also a chance for youth to connect with peers about the work and projects occurring in their respective regions. The Leadership Summit included an Older Youth in Transition Panel, where alumni youth had the opportunity to speak to current youth in care on several topics, including the challenges of exiting care; transition to young adulthood; resources; permanent connections; and employment and education. There was also a Resource Parent Panel facilitated by the YAB Consultant, where resource parents had the opportunity to talk about some of the benefits and challenges of fostering older youth in a strengths-based approach.

Lastly, in FY 2018/2019, members of the PA YAB have trained over 500 youth, staff, and stakeholders. They have participated in multiple community service projects and held seats at the table with the PA Child Welfare Council and its subcommittees, and the Resource Center's Diversity Task Force; representing the youth voice to impact change for older youth. The PA YAB continues to be viewed as a valuable stakeholder and partner in shaping practice and policy for older youth in PA.

Older Youth

The Resource Center provides project management and support to counties and their Independent Living programs and services for transitioning youth. CWRC works closely with older youth, county and provider staff, and stakeholders through a variety of venues, including workgroups, event planning, and resource development. Our partnership with the Pennsylvania Statewide Adoption and Permanency Network (SWAN) is essential in making connections between SWAN permanency services and Older Youth Services. The collaborative efforts help support older youth's successful transition to adulthood.

The Resource Center also continues to conduct county Independent Living Program site visits. Reports from the site visits are used to gather statewide themes in areas of strengths and challenges. The data collected is also used to identify statewide systemic issues relating to older youth and county training needs that should be addressed. The site visit process was assessed after the FY 2017/2018 cycle, and changes were implemented to increase collaboration with OCYF Regional Offices and technical assistance providers, as well as with counties and their private providers. The changes have provided

counties with increased support from individuals available to provide TA support. Most notably, the Resource Center began conducting follow-up visits with counties after the onsite visit to allow for a review of the site visit report, as well as to develop a plan to address any existing challenges. This process is also an opportunity to give counties feedback about their programs provided by OCYF.

Over the past year, a needs assessment was conducted with stakeholders as well as county and provider staff to identify gaps in services for older youth transitioning to adulthood. Recommendations were developed to address the gaps that were identified in the needs assessment. This assessment has been an asset to the Independent Living Project in that it has helped the Resource Center determine how to better meet the needs of older youth and the staff serving them across the state. The Resource Center will focus on addressing the recommendations over the next year, including the site visit process, permanency for older youth, knowledge management, housing for older youth, and support and services for youth with significant mental health and/or intellectual or developmental concerns.

The Resource Center also works collaboratively with counties and other agencies to develop sessions for the Older Youth Webinar Series. These webinars offer counties and practitioners a forum to share their work with older youth, resources related to older youth, and promising practices with other professionals across the state. The Bloomsburg University's Anchor Program, Uplifting Youth Voice in Dependency Court, and Cross-System Collaboration and Transition Planning were some of the webinars offered over the past year. All webinars can be viewed at <http://www.pacwrc.pitt.edu/Webinars.htm>. In addition to the webinar series, the Resource Center developed an Older Youth Welcome Guide for new staff working with older youth. This document contains a broad overview of Older Youth services, essential materials, resources, words of wisdom from seasoned staff, and information related to the PA Youth Advisory Board. The Welcome Guide is used as an onboarding resource for new IL Coordinators and stakeholders working with older youth.



Supporting System Improvement

Child and Family Services Review

The Child and Family Services Reviews (CFSR) are a federal-state collaborative effort designed to help ensure that quality services are provided to children and families through state child welfare systems. The Children's Bureau, Administration for Children and Families (ACF), and U.S. Department of Health and Human Services, has administered the reviews since 2000. These reviews examine state child welfare programs and practice to identify strengths and challenges in state programs and systems, focusing on outcomes for children and families in the areas of safety, permanency, and well-being. The reviews work in tandem with other state and federal frameworks for system planning, reform, and effective implementation, such as the Child and Family Services Plan and a well-functioning continuous quality improvement system.

Pennsylvania completed its onsite CFSR during the months of April – July 2017. [Pennsylvania's CFSR Final Report](#) outlines the findings from the onsite CFSR. Based upon review of the findings from the onsite CFSR, available data and root cause analysis, key themes emerged. As a result of the analysis, recommendations were developed by the four PA Child Welfare Council subcommittees and these recommendations came to serve as the basis for the overarching goals to be addressed in Pennsylvania's Program Improvement Plan (PIP). The four key areas that drove the development of Pennsylvania's PIP include workforce, engagement, assessment, and planning/monitoring.

As part of PIP monitoring, and as a way to monitor outcomes of safety, permanency and well-being, Pennsylvania began conducting PIP monitoring case reviews from April – June of 2019. These case reviews will continue into July of 2019. Results from CFSR PIP monitoring case reviews will provide data about whether Pennsylvania showed progress in the following areas for which the state is required to show improvement:

- Item 1: Timeliness of Initiating Investigations of Reports of Child Maltreatment
- Item 2: Services to Family to Protect Child(ren) in the Home and Prevent Removal or Re-Entry into Foster Care
- Item 3: Risk and Safety Assessment and Management
- Item 4: Stability of Foster Care Placement
- Item 5: Permanency Goal for Child
- Item 6: Achieving Reunification, Guardianship, Adoption, or Other Planned Permanent Living Arrangement
- Item 12: Needs and Services of Child, Parents, and Foster Parents
- Item 13: Child and Family Involvement in Case Planning
- Item 14: Caseworker Visits with Child
- Item 15: Caseworker Visits with Parents

The Resource Center offered support for the implementation of the 2019 CFSR case reviews by providing staff support to include CFSR project management, reviewers, and quality assurance staff. Additional logistical support included the revision of CFSR training for certification and re-certification of CFSR staff and the coordination of onsite logistics (i.e. lodging, catering) for the case reviews.

Resource Center Staff who were CFSR Reviewers and Quality Assurance Staff during 2019 PIP Monitoring Case Reviews

39 of the **119 (33%)** CFSR reviewer positions were filled by Resource Center staff

64 of **73 (88%)** CFSR quality assurance positions were filled by Resource Center staff

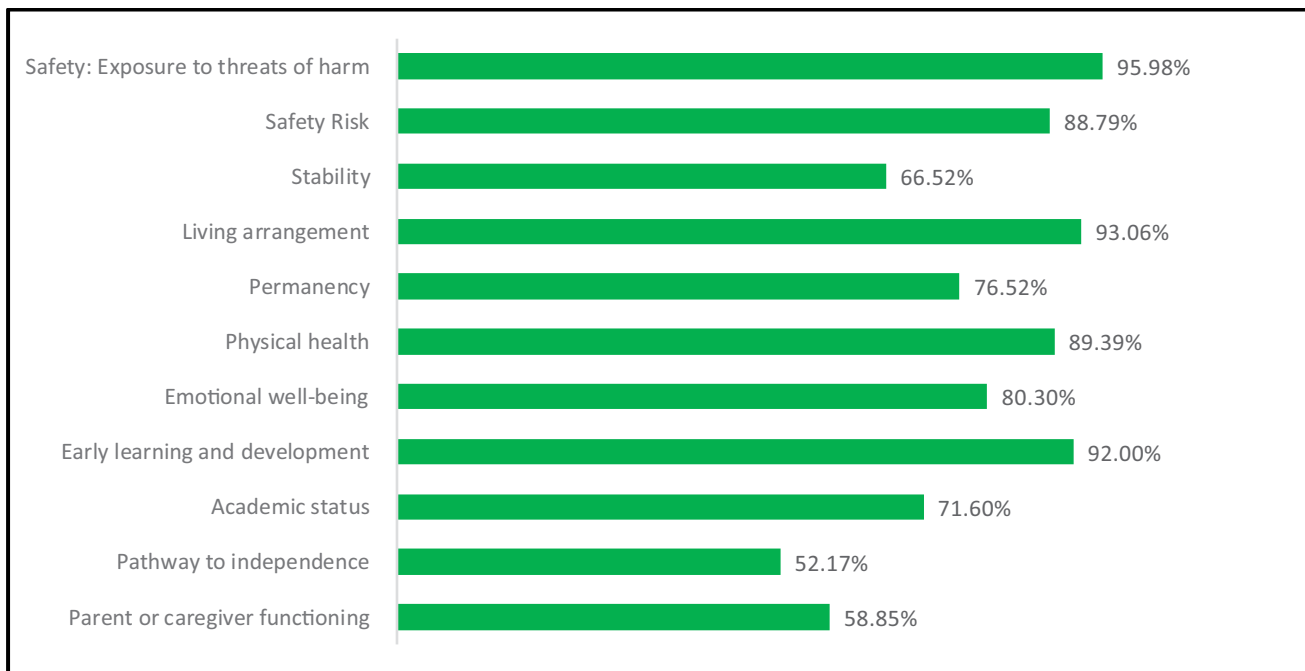
Continuous Quality Improvement

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 continues to be an effort focused on reshaping 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 continues to be one critical component of the CQI effort, which is used to evaluate safety, permanency, and well-being outcomes as well as practice performance. 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.

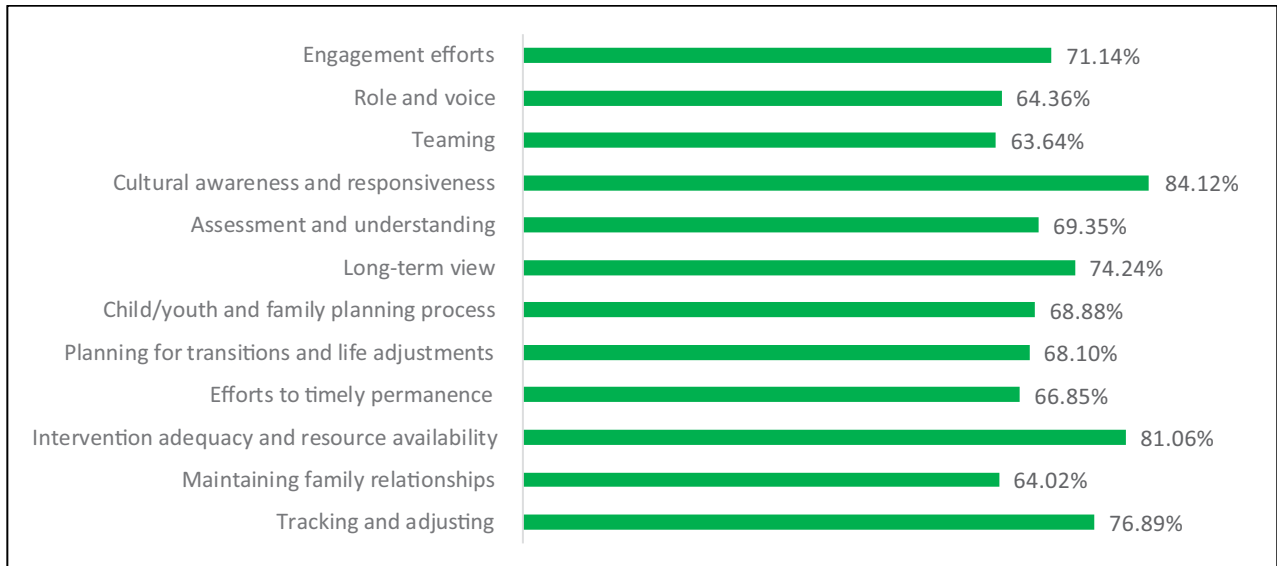
The following information includes the summary findings based on the eighth round of state-supported Quality Service Reviews (QSR), which were conducted between January 2018 and December 2018. During the eighth round, QSRs were held in ten counties and 132 cases were in the sample with 52 out-of-home cases and 80 in-home cases.

The Child/Youth and Family Status Indicators examine 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. Eleven indicators are utilized with the indicators generally focusing on the 30 days immediately prior to the onsite review.



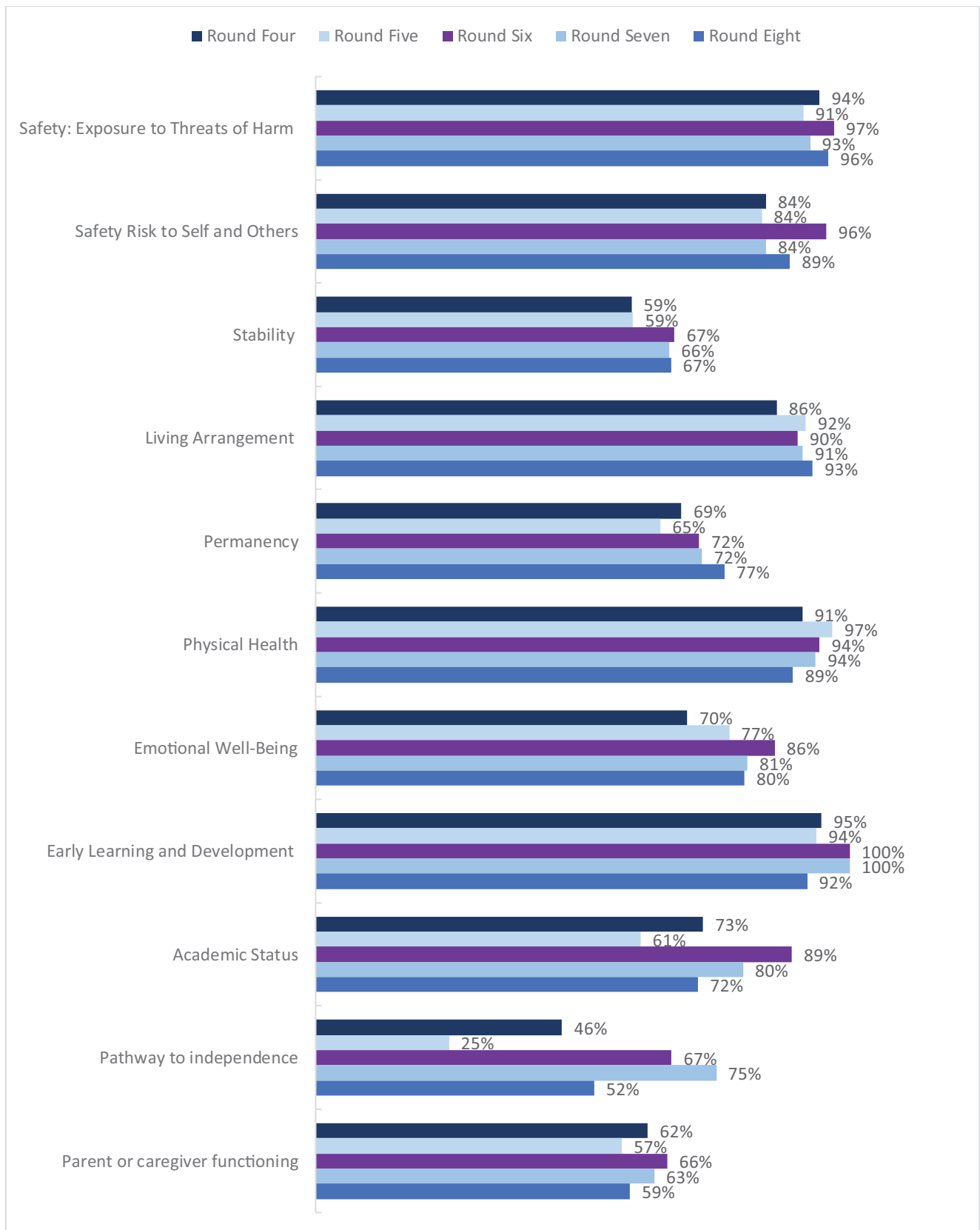
Round 8 “Child/Youth & Family Domain” Overall Percentage of Acceptable Ratings

The Practice Performance Indicators examine 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.

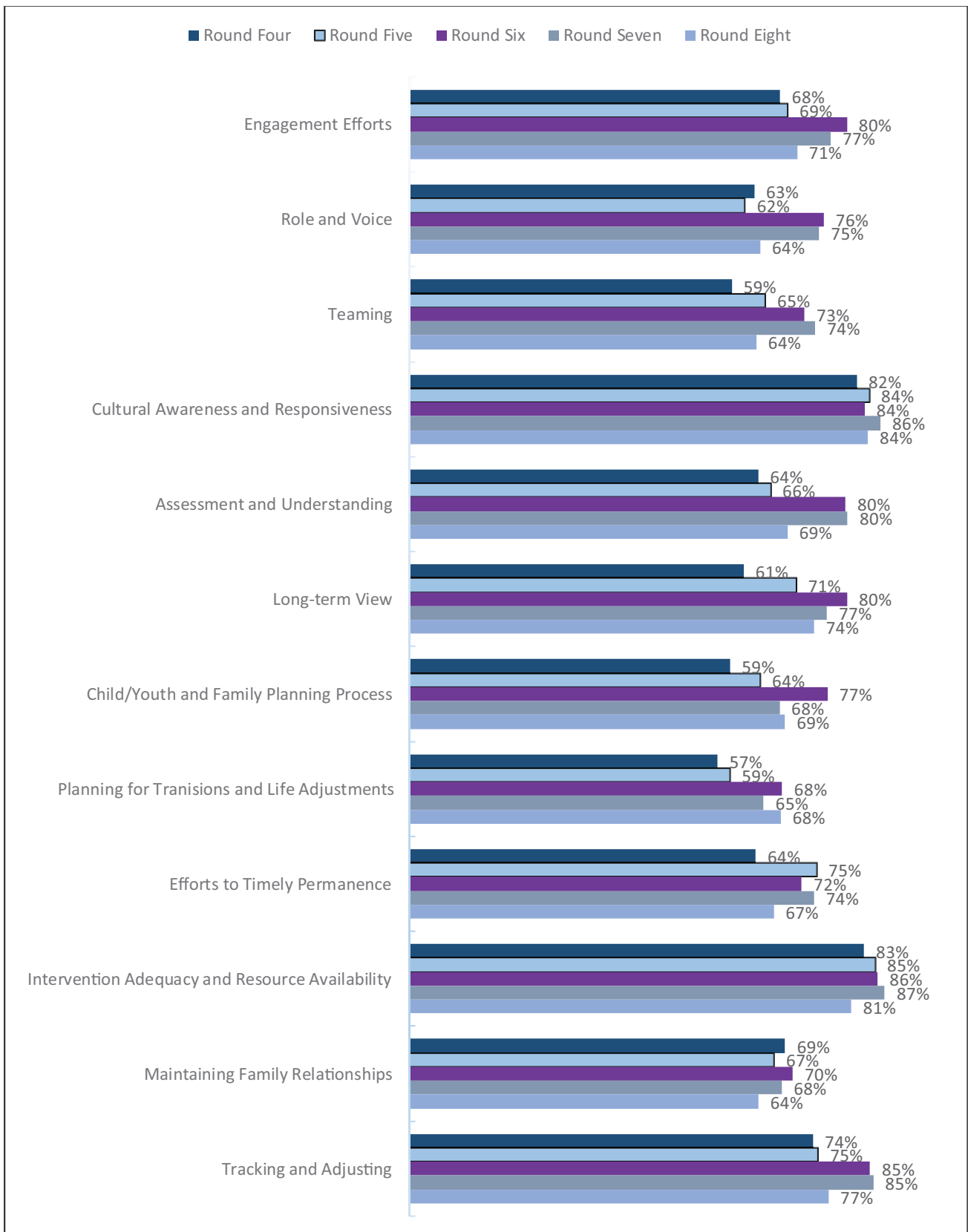


Round 8 “Practice Performance Domain” Overall Percentage of Acceptable Ratings

Over the course of the eight rounds of Quality Service Reviews that Pennsylvania has been conducting, we have gathered information regarding the overall child/youth/family status domain indicators, as well as the overall practice performance domain indicators, to address case and county-specific findings, as well as to determine the trends over the course of time that the reviews have been conducted. The following two charts show the percentage of acceptable ratings for each indicator during each round of Quality Service Reviews from Round IV in 2014 to Round VIII in 2018.



“Child/Youth & Family Domain” Overall Percentage of Acceptable Ratings Round IV – VIII



“Practice Performance Domain” Overall Percentage of Acceptable Ratings Rounds IV - VIII

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, as well as statewide assessment of performance across all counties involved in the statewide CQI effort. Much of the focus of the county-specific improvement efforts have centered around enhancements to practice efforts focused on:

- engagement and ensuring key case participants have a role and voice (particularly with fathers and non-custodial parents),
- maintaining family relationships and promoting lifelong connections,
- teaming within the public child welfare organization and with community partners throughout the life of the case,
- quality assessment of child/youth and family service needs (particularly for older youth) and the link to planning for service provision, and
- planning for transitions and adjustments.

County specific improvement efforts also focused on internal functioning such as a greater understanding of overarching child welfare laws and regulations, internal communication amongst staff, and targeted efforts to improve stability in living situations and efforts to achieve timely permanence.

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.

PCYA Leadership Academy

The Leadership Academy provides PA Child Welfare leaders with the practical knowledge and skills needed to build the competence, confidence, and commitment required of high-quality leaders within their agency, community, and the child welfare field. Efforts to achieve these goals include high quality management and leadership training, transfer of learning, and technical assistance designed to enhance their personal and professional skills to achieve agency goals of safety, permanency, and well-being for children and families. Resource Center staff facilitate the Leadership Academy Workgroup, which develops and delivers training sessions (for PCYA quarterly meetings and regionally), reviews and provides certification for new administrators, maintains leadership resources, and conducts program and practice sessions to support best practice.

During this past year, attendance at the quarterly sessions consistently exceeded 50 individuals, which included Administrators, Assistant Administrators, Mid-Level Managers, Fiscal Officers, Solicitors, Supervisors, and at times, Private Providers. As a result of attending the Foundations of Leadership Training, which is typically offered at least once per year per region, and the required number of quarterly sessions, twenty individuals received their Leadership Certificates.

More information is available on the Resource Center website at: <http://www.pacwrc.pitt.edu/LeadershipAcademy.htm>.

Child Abuse Prevention and Treatment Act (CAPTA)

The Child Abuse Prevention and Treatment Act (CAPTA) provides federal funding to states in support of prevention, assessment, investigation, prosecution, and treatment activities, and also provides grants to public agencies and non-profits, for demonstration programs and projects. The Resource Center provides support to the Department of Human Services (DHS) for two specific activities related to CAPTA. The first area is providing project management support as it relates to the application and administration of the Children's Justice Act (CJA) grant activities. The second is to support CAPTA compliance by fulfilling the requirements related to Citizen Review Panels (CRP).

Children's Justice Act (CJA)

The Resource Center employs a project manager for CAPTA related work to support DHS and the Pennsylvania CJA Task Force in the compliant and effective use of Pennsylvania's CJA grant funds.

While the CJA Task Force is an independent group that makes funding recommendations to DHS, the Resource Center's project manager provides support for their work in a variety of ways, including supporting their quarterly meetings, data collection, and communication to key stakeholders. Each year, the CJA Task Force monitors the current CJA funded activities and recommends project funding to DHS. As the year closed, the Resource Center began efforts to support the CJA Task Force in development of the 2020 3-Year assessment, which will be completed by May 2020.

Citizen Review Panels (CRP)

Pennsylvania is mandated to maintain three CRPs consisting of volunteer citizens that examine the policies, procedures, and practices of state and local child welfare agencies. Members serving on the panels are charged with developing an annual report, which is then sent to and reviewed by DHS. Contained in the report are recommendations aimed at improving PA's child protective services. These reports cover the calendar year but are published, along with the state's responses, in May or June of each year and can be viewed online by clicking the following link: [Pennsylvania Citizen Review Panel Annual Reports](#).



While these panels are independent entities, a project manager for CAPTA within the Resource Center provides support for their work in a variety of ways, including supporting their quarterly regional and bi-annual state meetings, data collection, and communication to key stakeholders. Each year the CRPs, along with the project manager and staff from the DHS, attend a National CRP Conference. Following the conference, lessons learned and best practices are discussed and incorporated into Pennsylvania's CRP process.

In FY 2018/2019, the Resource Center worked collaboratively with DHS to support the three regional panels, representing the Northeast, South Central, and Southwest areas of the state; as well as recruiting additional members. At the close of this fiscal year, 16 new volunteers were

recruited and approved to join the panel in Fall 2019; bringing the total number of regional volunteers to 35. To learn more about the regional panel members, click the following link: [Pennsylvania CRP Members](#).

In FY 2018/2019 the Department of Human Services also instituted a fourth, statewide, CRP: the Pennsylvania Statewide Youth Advisory Board (YAB). The YAB is comprised of current and former substitute care youth ages 16 to 21. Youth leaders on the YAB educate, advocate, and form partnerships to create positive change in the substitute care system. By implementing the YAB into the CRP structure in PA, DHS believes youth throughout the state will be given another platform to communicate their experiences, needs, and recommendations.

Diversity Task Force

The Diversity Task Force (DTF) is comprised of child welfare professionals and community members who are committed to solving issues of human diversity in child welfare.

The 2018 Diversity Task Force fall event addressed the needs of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Youth in the Child Welfare System. This training assisted child welfare professionals in being aware of the needs of youth who identify as LGBTQ in their programs, and how to address those needs. The event focused on creating awareness and discussion of professionals' existing attitudes and beliefs about LGBTQ youth, and supported participants in exploring what it means to serve as a safe(r) space for LGBTQ youth. The training also focused on identifying areas for personal growth, and how to turn that awareness into accurate information and action to help these youth cope with challenges they face. The training was offered at the Resource Center training sites located across the state to accommodate participants.

The Diversity Task Force is planning its 2019 fall event addressing Racial Disparity, Implicit Bias, and White Privilege. This workshop will discuss the racial disparities present in both the populations of children in care and the professionals who work with them. The presenters will give an overview of the historical and structural causes of racial discrimination to help participants contextualize the root causes of these disparities. This discussion will encourage participants to recognize and develop a deeper understanding of their role as professionals to work as effectively as possible with families and children of color. The training will be offered at the Resource Center training sites located across the state to accommodate participants.



The Diversity Task Force reviewed and updated its charter and began a discussion around strategic planning and the direction of the workgroup. A root cause analysis was conducted using the Fishbone Analysis Method. The workgroup identified three main goals to focus on, which include: recruitment and retention; sharing resources via the DTF website and social media; and addressing gaps in disproportionality.

Time Limited Family Reunification

The Pennsylvania Child Welfare Resource Center was asked to support the thirteen programs that offer services through the Family Reunification (FR) grants in FY 2018/2019. Formerly the Time Limited Family Reunification grant, FR was adjusted in October 2018 with implementation of Family First at the Federal level, removing the time limits for services to families and children.

Each of the FR programs works with families to address and correct issues and reunite children and youth safely with their birth families when possible. An Executive Summary of each program's grant application was developed to assist OCYF and Organizational Effectiveness (OE) staff in gaining a high-level overview of the FR programs, including scope of services, populations served, and partnerships within the community and county.

Through the Organizational Effectiveness (OE) Department, each program was sent and asked to complete a pre-site visit questionnaire, which was developed jointly by OCYF and OE. These questionnaires provided key updates regarding the families being served; program achievements; barriers that the programs faced in achieving goals, and changes to programs or services implemented after the grant application was approved. Practice Improvement Specialists then conducted site visits with each of the programs to further discuss program strengths, areas for improvement, and needs for training and technical assistance. After each site visit, a report was prepared that combined information from the pre-visit questionnaire and the on-site review. Questions raised by the programs, requests for technical assistance, and training needs were also shared with OCYF.



Resource Coordination

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 2018/2019, 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. The Individual Training Needs Assessment (or ITNA) was disseminated amongst 22 counties in FY 2018/2019, and from those counties, close to 900 participants completed the online assessment. The following is a list of the five content areas most frequently identified as a high need:

High Need Area

Sexual Abuse
Hostile Clients

Laws and Regulations

Risk Assessment
Social Work Ethics

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 16 schools of social work throughout Pennsylvania. Undergraduate students who are official social work majors in any of the 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 legal 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 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 participation criteria as determined by their CWEL applications, résumés, personal statements, agency approvals, notifications of admission from one of the approved schools, and signed agreements. The CWEL program has funded students from 66 counties, DHS Office of Children, Youth, and Families, and 16 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.

For more information concerning the CWEL/CWEB programs ([Click Here](#)).

Develop, Support, and Maintain Websites and Databases

The Resource Center hosts a variety of websites, databases, and web applications designed to provide our internal staff and external partners the most up-to-date information and resources available. Comprehensive evaluation strategies are developed to support and increase accountability and provide evidence of the effectiveness of specific approaches and influence data driven decision making. The design and content for each website and application is informed by advisory boards and respective committees and workgroups. Web forms are developed and implemented to replace older, manual data collection processes to ensure clean, accurate, and real time data. Dashboards and views are also developed and maintained to support research and evaluation measures as well as providing a predictive analytics component to our products and services. During FY 2018/2019, the Resource Center either deployed, maintained, or made enhancements to the following websites, databases, and software applications.

- Websites
 - PACWRC
 - Being Well
 - Citizen Review Panel
 - Youth Advisory Board
- Databases and Software Applications
 - Encompass
 - Screening (Developmental Screening Database)
 - E-Learn (online course site)
 - Meeting Planner (PACWRC's room reservation software)
 - FGDM Statewide Evaluation Databases and Dashboards

- TA Tracker (a web application designed to track technical assistance provided to counties and OCYF by the Resource Center's OE staff)
- Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training
- Online Forms:
 - Participant Feedback Form
 - TOL Session Feedback Forms
 - Reflection Next Step Forms
 - Five forms in total are used to capture participant data while taking Foundations along with the Instructor Competency training Self Evaluation Form
 - Simulation Reflection Forms
 - Five forms in total are used to capture data from participants during the Foundations simulation exercises

Information Technology Support

During FY 2018/2019, the Technology Development Department continued its efforts to offer technology support to Resource Center staff, University of Pittsburgh, School of Social Work staff/faculty, as well as external state and county stakeholders by:

- Providing technological support to the Resource Center via the dissemination and maintenance of hardware and software.
- Providing network and infrastructure administration through implementation and monitoring of firewalls to protect sensitive data, daily backups, connectivity, and availability.
- Providing technical assistance and support through the provision of a helpdesk to over 294,000 trainees who completed the Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training in FY 2018/2019.
- Providing daily data uploads to the PA Department of State for Act 31 licensure and license renewal processing for over 144,000 licensed (and applying for license) trainees who completed the Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training.
- Provide data uploads to the PA Department of Education for Act 48 credit for educator trainees who completed the Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training that are not affiliated with a PA district.
- Resolving 718 formal internal helpdesk tickets.
- Providing technology related equipment, setup, and support for over 1,500 function arrangements.
- Developing and maintaining reports, dashboards, and other data driven visuals from multiple applications and databases.
- Developing and maintaining tools and workflows utilizing Office 365 to streamline and replace old paper processes.
- Developing and maintaining online courses, videos, and technology-based tools used to enhance the delivery of curriculum, transfer of learning, and other initiatives.

- Creating and maintaining Office 365 Groups/SharePoint sites for departments, workgroups, and committees to ensure enhanced collaboration and providing content management tools allowing for anytime, anywhere, any-device access.
- Developing and maintaining computer applications and software used to support the initiatives of the Resource Center and its affiliates.
- Developing and maintaining multiple websites, updated regularly, to ensure accuracy and the most up-to-date information.
- Provide support and maintenance to internal and external training rooms, including simulation labs.
- Developing brochures and media for publications and events.





*“There can be no keener revelation of a society’s soul
than the way in which it treats its children.”*

– Nelson Mandela



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