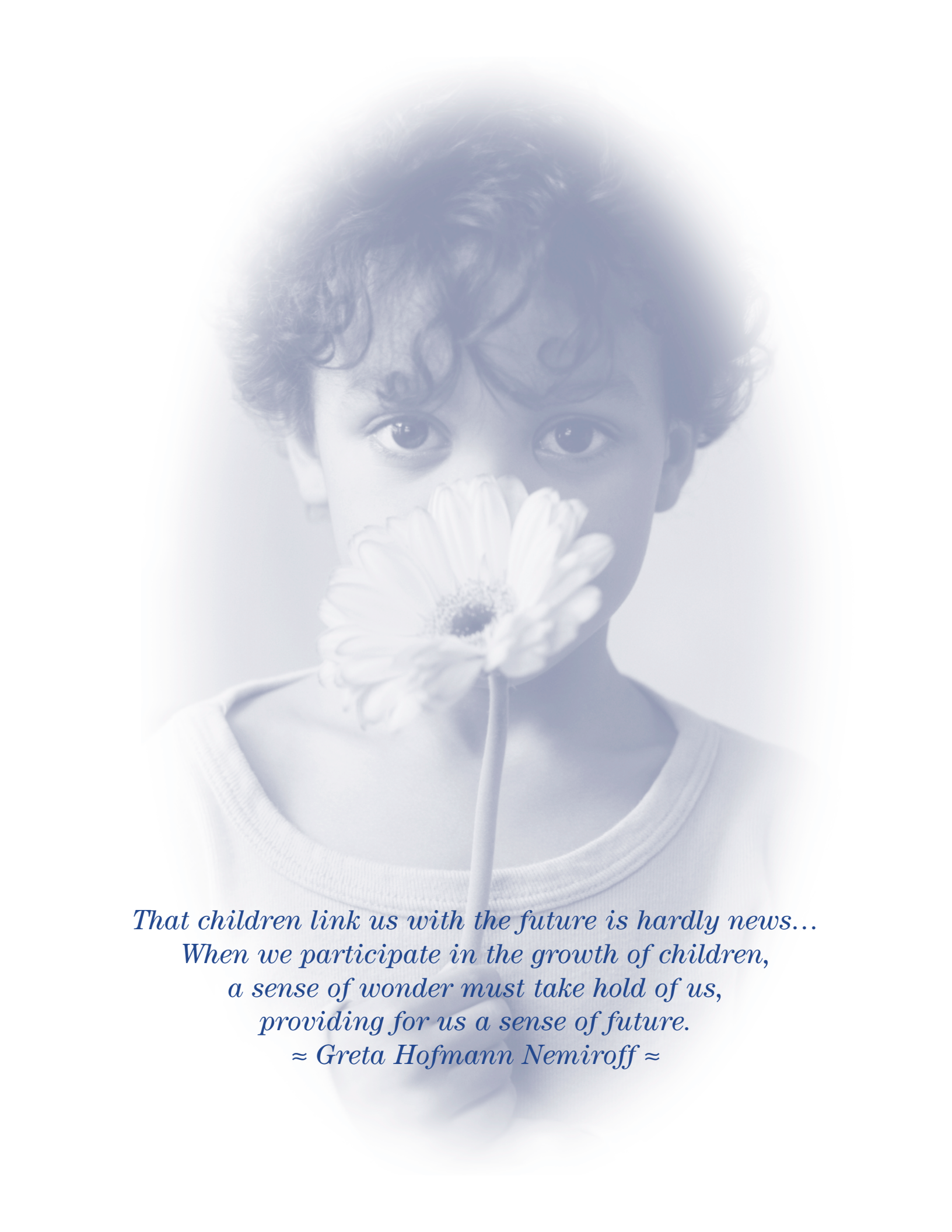


PENNSYLVANIA CHILD WELFARE
**COMPETENCY-BASED
TRAINING**
AND CERTIFICATION PROGRAM



PENNSYLVANIA CHILD WELFARE
Competency-Based Training and Certification Program

ANNUAL REPORT FOR FISCAL YEAR 2002/2003

A young child with curly hair is holding a white daisy flower in front of their face. The child's eyes are looking directly at the camera. The image is in black and white with a soft, ethereal glow.

*That children link us with the future is hardly news...
When we participate in the growth of children,
a sense of wonder must take hold of us,
providing for us a sense of future.
≈ Greta Hofmann Nemiroff ≈*

PENNSYLVANIA CHILD WELFARE

Competency-Based Training and Certification Program

TRAINING PROGRAM OVERVIEW

The Pennsylvania Child Welfare Competency-Based Training and Certification Program (Training Program) is a collaborative effort of the Pennsylvania Department of Public Welfare, University of Pittsburgh, School of Social Work, and the Pennsylvania Children and Youth Administrators. It was established to train direct service workers, supervisors, administrators, and foster parents in providing social services to abused and neglected children and their families. The Training Program is centrally managed by the University of Pittsburgh, School of Social Work and regionally administered through county-based regional training centers. The Child Welfare Training Steering Committee provides ongoing planning for the Training Program. This committee is a democratic body composed of representatives involved in the implementation of the Training Program. The purpose of the Training Steering Committee is to provide the structure and process for setting the direction and planning of the Training Program.



OUR VISION

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

OUR MISSION

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

OUR PHILOSOPHY

The Training Program is guided by these beliefs, values, and principles; and strives to demonstrate them in practice:

- ◆ Each person and family has strengths and resources, which should be maximized in our work with them. We respect each person's connections to their families and communities.
- ◆ All people deserve respect as individuals and are valued as part of the human family. Each person's unique blend of culture is valued and included in our work.
- ◆ The people who do the work in our communities to assure the safety and well-being of children, youth, and families demonstrate their status as professionals and deserve to be respected and paid at a professional level.
- ◆ Our learners are adults who need learning opportunities that are solution-focused, timed to their needs, built on their life experiences, and mesh with their self-concept. (Malcolm Knowles)
- ◆ The PA Child Welfare Practice Standards inform our work, including the development of curricula, the presenting of training, and the transfer of learning into practice in order to achieve mission-critical outcomes.
- ◆ We are committed to using practitioners throughout the training process, including curriculum development and review, and in training.
- ◆ We value all team members, including our trainers, and recognize their contributions to the history and future success of the Training Program.

OUR LEADERSHIP

The Training Steering Committee provides leadership in setting the direction and planning of the Training Program. The Training Steering Committee members represent the key stakeholders of the Training Program and represent the diversity of the Pennsylvania Child Welfare system. Membership is comprised of the following roles:

- ◆ Representatives from the Office of Children, Youth, and Families/Department of Public Welfare
- ◆ University of Pittsburgh, School of Social Work
- ◆ Central Management Organization Executive Director
- ◆ Host-County Administrators for the seven county-based regional training centers
- ◆ Non-Host County Administrators as appointed by the Pennsylvania Children and Youth Administrators Association
- ◆ RTC Directors
- ◆ Consumers of the Training Program
- ◆ Representative from the Pennsylvania Private Providers
- ◆ Cross-system representatives participate in Training Steering Committee meetings based on projects of the Training System.

The Training Steering Committee is co-chaired by the Office of Children, Youth, and Families, and Pennsylvania Children and Youth Administrators Association. The Training Program's Central Management Organization provides technical assistance to the co-chairs as needed.

OUR SKILLS-BASED APPROACH TO CHILD WELFARE PRACTICE

During Fiscal Year 2002/2003 the Training Program continued to focus on the development and delivery of skills-based training that supports the Pennsylvania Child Welfare system in achieving positive outcome measures for children and families as defined by the Child and Family Services Review in child safety, permanence, and well-being.

The Training Program, in collaboration with its key stakeholders, previously identified the skills of assessment, interviewing, and case documentation as critical to the helping process. The Training Program moved forward in its efforts to develop and deliver curricula that would support workers in developing these key skills. After contacting the baccalaureate schools of social work in Pennsylvania in 2001 to obtain information on the framework for practice taught to bachelor of social work students, the Training Program adopted the interactional helping skills and solution-focused interviewing as the framework for practice in which all curricula would be anchored.

Interactional Helping Skills

The interactional theory was originally developed by William Schwartz. Dr. Lawrence Shulman, basing much of his work on Schwartz, further developed the discrete skills utilized in the Interactional Helping Skills Model. The model was first introduced in the mid 1970's and has been consistently modified by Dr. Shulman since that time. At the core of Dr. Shulman's theory is a model of a helping process in which the skills of the helping professional assist in creating a positive working relationship with families. The relationship that is formed becomes the medium through which the helping professional influences the outcomes of practice with families. The model identifies four phases in the helping process. The phases identified by Dr. Shulman parallel the phases of the casework process: preparatory phase or the work done prior to engaging the family, contracting phase or clarifying your purpose and role in developing a family service plan, work phase or accomplishing the tasks of the family service plan, and the transitioning phase or preparing to adopt or close the case with the family. The Training Program has selected 14 of the interactional skills to teach to child welfare professionals. The skills are first presented to child welfare professionals in core training. During core training, child welfare professionals learn how to apply the skills in their work with families and children. During specialized trainings, child welfare professionals continue to practice the application of the interactional helping skills learning how to apply the skills in the complex situations that face the

families and children served by the child welfare system. The skills include:

- ◆ Tuning into self
- ◆ Tuning into others
- ◆ Focused listening
- ◆ Identifying other's feelings
- ◆ Tuning into the environment
- ◆ Tuning into the authority theme
- ◆ Clarifying purpose and role
- ◆ Reaching for feedback
- ◆ Questioning
- ◆ Using strengths to offset risks
- ◆ Reaching inside of silences
- ◆ Displaying understanding of other's feelings
- ◆ Summarizing
- ◆ Identifying next steps

Solution-Focused Interviewing and Strength Focused Practices

The Solution-focused approach was pioneered through the work of Steve de Shazer and Insoo Kim Berg. Beginning in the mid-1970s, de Shazer and Berg and their colleagues, through an inductive process of observing clients in therapy, sought to determine what activities were most helpful to clients. In 1982, de Shazer hit upon the idea that there is not a necessary connection between problem and solution - a significant shift from the medical model which requires that connection. Influenced by research in communication by others, and their own research, they developed the Solution-focused Model. In solution-focused intervention, the child welfare professional is guided by the following principles:

- ◆ The client is the expert about his or her life.
- ◆ To be helpful, the professional must facilitate the process of empowering the client to build solutions.
- ◆ Solutions are individual and may emerge without a necessary connection to a specific related problem.

- ◆ Understanding the direction that the client wants to go and the strengths that may support that direction replaces a lengthy formal, standardized assessment.
- ◆ The “problem” does not exist apart from the client as a whole person in context.
- ◆ The job of the professional is to help the client develop well-formed goals and solutions based upon exceptions to the “problem” situation.

During the core training, child welfare professionals learn how to conduct solution-focused interviews with families and children.

OUR TRAINING PROGRAM STRUCTURE

In 2002/2003 the Training Program, inclusive of the Central Management Organization (CMO) and the Regional Training Centers (RTC), continued to focus on developing a program structure that would best support the transfer of learning and skills-based training initiatives that were launched in 2001/2002. The Training Program staff assessed the transfer of learning and skills-based training initiatives to identify what components of these initiatives should become incorporated into the on-going operations of the Training Program. A decision was made to support transfer of learning efforts in both initial core training and specialized and related training. In addition, the decision was made to review and revise all curricula to include skills building components. These decisions will assist in supporting the initial professional development of child welfare workers and support their on-going career development. Reorganization at the CMO took place to support the commitment to transfer of learning and skill development. The Child Welfare Professional Development Department was formed to focus on the development and delivery of core training for casework staff, supervisors, and administrators. The department's focus is to deliver skills-based training to newly employed staff and to provide transfer of learning support on the job that will assist in the initial skill development. The goal of the department is to assist individuals in developing as child welfare professionals. The Child Welfare Career Department focuses on the development of specialized training that will promote the on-going career development of child welfare professionals in

Pennsylvania. The goal of the department is to develop training that would promote advanced skill development. The Child Welfare Organizational Development Department was formed to provide the RTCs with the support needed from the CMO in the development and delivery of training plans that assist agencies in achieving the outcomes of safety, permanence, and well-being for children and their families. The Training Program also began to work with the Department of Public Welfare and the Children and Youth Administrators Association on the creation of the Center for Excellence. The Center for Excellence will focus on supporting the practice improvement efforts occurring in Pennsylvania as a result of the Child and Family Services Review and the development and implementation of the Program Improvement Plan. The Management Information Systems and Office Management Departments remained within the structure of the Training Program to support curriculum development, training delivery, and transfer of learning efforts. A Training Program organizational chart is provided in the appendix.

OUR TRAINING PROGRAM: LOOKING BACK ON 2002/2003

During 2002/2003, the Training Program (inclusive of CMO and RTCs) continued work in the following key areas of responsibility as outlined in the strategic plan:

- ◆ Training Needs Assessment
- ◆ Develop and Revise Training Materials and Tools
- ◆ Recruit, Develop, Approve, and Evaluate Trainers
- ◆ Communication, Collaboration, and Quality Assurance with Key Stakeholders
- ◆ Databases, Data Collection, Data Reporting, and Web-site Development
- ◆ Certification

The following is a summary of work completed in each of the key areas of responsibility.

TRAINING NEEDS ASSESSMENT

A training needs assessment instrument is utilized by the Training Program to assess the individual training needs of staff. The instrument currently used by the Training Program is referred to as the Individual Training Needs Assessment (ITNA). The ITNA is a listing of competencies required by child welfare staff.

In 2002/2003, the Training Program consulted with the Child Welfare League of America (CWLA) to assist with a revision to the ITNA. The Training Program completed work on the development of a training needs assessment that supports the identification of individual training needs specific to the outcome measures the agency is attempting to achieve. A Quality Assurance Committee (QUAC) will be formed in November of 2003 to review the instrument. The instrument will be piloted, followed by statewide implementation in 2004.

The Training Program, in conjunction with county, state, program, and private provider representatives, also developed computer-related competencies to assess the training related to the computer skills needed by child welfare professionals. These competencies will be included in the newly revised training needs assessment.

While the new ITNA was being developed, RTCs worked with counties to ensure ITNAs were completed with staff. The RTCs completed the annual distribution of the ITNA to counties within their region, monitored the return of the ITNA, submitted the ITNA to the CMO for data entry, and utilized data collected in the development of training plans for the region.

DEVELOP AND REVISE TRAINING MATERIALS AND TOOLS

Curriculum for the Training Program is divided into three categories; foundation (core), specialized, and computer skills. All workshops are developed and evaluated according to guidelines consistent with training needed for Social Work licensure. The CMO staff ensures workshop content is consistent with current research and relevant to practice through the implementation of a quality assurance process. Curriculum content reflects Pennsylvania specific

material, is based on current research, promotes the implementation of the Pennsylvania Standards for Child Welfare Practice, and supports casework practice that promotes safety, permanence, and well-being for children and their families. Curricula focusing on skill development and permanency issues also support Pennsylvania in the implementation of the Program Improvement Plan.

Foundation Skills Training

Foundation (core) skills training is provided in the following three distinct levels:

- ◆ Caseworker core skills training
- ◆ Supervisor core skills training
- ◆ Administrator core skills training

Caseworker core skills training

In 2002/2003, the Training Program, in consultation with the American Humane Association, developed a new caseworker core skills training, “Charting the Course Toward Permanency: A skills-based approach to working with children and their families.” The curriculum was written to assist with the initial skill development of newly hired child welfare professionals. The curriculum introduces caseworkers to the interactional helping skills and solution-focused interviewing models. During the training, caseworkers practice applying the interactional helping skills to the various phases of the casework process with families. The following key components have been included in the curriculum:

- ◆ Skills-Based Practice that provides trainees with the skills to link risk, safety, and family assessment to case planning outcomes and activities
- ◆ Knowledge and skills that focus on timely permanence in the least restrictive setting with frequent visitation for all cases
- ◆ Pennsylvania Practice Standards
- ◆ Strengths Based Practice that empowers individuals to be active participants in service planning

- ◆ Embedded evaluations to insure skills development in assessment, family engagement through interviewing, and case documentation
- ◆ Transfer of learning activities and personalized individual support at the work place via on-site visit by Transfer of Learning Specialist to ensure transfer of knowledge and skills from the classroom to the agency setting

Currently the writing of the curriculum has been completed. The second pilot of the curriculum is scheduled to occur October 2003 through February 2004; the third pilot will be held in January 2004 to February 2004; and the fourth pilot will be held February 2004 to June 2004. It is anticipated that the state-wide roll-out of the curriculum will start in July 2004. A Core Training QUAC has provided input for the development of the curriculum. A supervisory overlay to the curriculum has also been developed to ensure supervisors are aware of the content of the new curriculum. A Supervisory Overlay QUAC provided recommendations for the development of the Supervisory Overlay Curriculum. It is anticipated that the curriculum will be piloted in October 2004.

Supervisor core skills training

In 2002/2003, the Supervisory Training Advisory Group (STAG) met to review the foundation level supervisory training, “Supervisory Training Series”. The STAG provided critical feedback and recommendations regarding revisions to the existing Supervisory Training Series. The following are the proposed revisions for the curriculum:

- ◆ Focus on Skills-Based Practice
- ◆ Ability to support staff development of the skills needed to link risk, safety, and family assessment to case planning outcomes and activities
- ◆ Ability to support staff development of the knowledge and skills necessary to focus on timely permanence in the least restrictive setting with frequent visitation for all cases
- ◆ Ability to support strengths-based practice that empowers individuals to be active participants in service planning

- ◆ Embedded evaluations to ensure skills development
- ◆ Supports Pennsylvania Practice Standards
- ◆ Transfer of learning activities and personalized individual support at the work place via visit by Transfer of Learning Specialist to ensure transfer of knowledge and skills from the classroom to the agency setting

The curriculum is currently being revised. The proposed completion of the first draft of the revised curriculum is January 2004. It is anticipated the first pilot of the curriculum will be July 2004.

Administrator core skills training

In 2002/2003, the Training Program formed the Leadership Development Academy QUAC. The QUAC provided recommendations that will guide the writing of the Leadership Development Academy curriculum. The proposed content for the curriculum includes:

- ◆ Defining a vision and mission for your agency
- ◆ Purpose/expectations of agency staff and the roles and functions staff members need to perform
- ◆ How we see ourselves reaching the vision... getting to the desired future state
- ◆ How to identify what mission activities are critical in the work place
- ◆ How to identify the means and resources needed to achieve the mission
- ◆ How to obtain “buy-in” from key stakeholders
- ◆ How to obtain agency commitment
- ◆ Characteristics of Leadership
- ◆ Strategic Planning – (the Needs-Based Budget and Planning process and using data for planning)
- ◆ Personnel (staffing the agency and motivating staff to achieve mission critical activities)

As part of the new curriculum, a mentor program will also be developed to support newly hired child welfare administrators in their new role.

The curriculum is currently being developed. Proposed completion of the core outline is January 2004. It is anticipated the first pilot will be held in the spring of 2004.

Specialized Training

The Training Program developed and implemented the following new curricula:

- ◆ Supervisory Issues in Substance Abuse Cases
- ◆ Working with Adolescents
- ◆ Overview of Mental Health Disorders in Children and Adolescents
- ◆ Anxiety and Related Disorders in Children and Adolescents
- ◆ Schizophrenia in Children and Adolescents
- ◆ Intake and Investigation
- ◆ Drug and Alcohol Relapse and Recovery
- ◆ Adult Psychopathology: An Overview Part 1
- ◆ Adult Psychopathology: An Overview Part 2
- ◆ Adult Psychopathology: Schizophrenia Disorder
- ◆ Adult Psychopathology: Depression Disorder
- ◆ Adult Psychopathology: Anxiety Disorders
- ◆ Adult Psychopathology: Bi-polar Disorder
- ◆ Truancy Prevention Education
- ◆ Depression and Suicide in Children and Adolescents
- ◆ Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents
- ◆ Attention and Activity Disorder in Children and Adolescents
- ◆ Reactive Attachment Disorder in Children and Adolescents
- ◆ Parenting Styles: A Cross Cultural Perspective
- ◆ The Pennsylvania Model: A Guide to Independent Living
- ◆ Working with Schools

The process for developing and implementing the curricula included a review of the literature and best practice, surveys of child welfare professionals, and Quality Assurance Committees.

In addition, the following foster parent curricula were developed:

- ◆ Parenting the Child Who has been Abused
- ◆ Practical Parenting for School-age Children (6-11 Years)
- ◆ Practical Parenting for Adolescents (12-17 Years)
- ◆ The Effects of Abuse and Neglect on Infant and Toddler Development
- ◆ Child Development: Preschool Years
- ◆ Child Development: School-age Children
- ◆ Child Development: Adolescent Years
- ◆ Foster Parenting and Child Development

The Training Program also consulted with the CWLA to conduct a review of all curricula. The review included the completion of a crosswalk of all curricula to the outcome measures of safety, permanence and well-being, and the Pennsylvania Child Welfare Practice Standards. The review also commented on the extent to which the curriculum promoted skill development in the areas of assessment, interviewing, and case documentation. The results of the review will be used by the Training Program to make revisions to the curricula ensuring the curricula support skill development of casework staff and promotes the outcomes of safety, permanence, and well being.

Computer Skills Training

In 2002/2003, the Training Program developed and implemented the following computer skills training:

- ◆ MS Office 2000
- ◆ MS Office XP
- ◆ Adobe Reader 5.0 (PDF)
- ◆ Mail Merge
- ◆ Computer Fundamentals and File Management.

RECRUIT, DEVELOP, APPROVE, AND EVALUATE TRAINERS

The Training Program uses a workshop model for most of its training. Trainers have thorough knowledge of Pennsylvania Child Welfare practice, the *Pennsylvania Standards for Child Welfare Practice*, and the outcome measures from the Child and Family Services Review in the area of safety, permanence, and well-being. Trainers are also experienced with well-developed presentation and group process skills. All applicants go through a screening, interview, and assessment process according to Program standards. Trainer applicants complete the Training Program's screening/application/approval process according to Training Program guidelines. The participants for each workshop evaluate the trainer's performance utilizing the Training Program's workshop evaluation form. Staff from the Training Program conduct bi-annual observations and evaluations on all trainers in order to ensure quality. If performance ratings fall below Training Program standards, technical assistance is provided to the trainer to improve performance according to Training Program policy. Technical assistance is also provided to further develop a trainer's skills.

In 2002/2003, the Training Program conducted five Development of Trainers (DOT) sessions. The DOT provides new trainers with an understanding of adult learning theory and its importance to the delivery of training and supports the development of platform skills in new trainers. The DOT sessions conducted included two sessions in which participants were from across the state, one session in which participants were trainers of private provider agencies and two sessions in which participants were selected by the Philadelphia Department of Human Services in order to support training efforts being conducted in Philadelphia as a result of the Child and Family Services Review. A total of 50 new contracted trainers were brought into the Training Program. Currently the Training Program has 267 contracted trainers.

The Training Program completed twenty-one trainer observations and seven technical assistances throughout the year.

Fourteen Training on Content (TOC) sessions were conducted for the newly developed curricula (topics previously mention) in order to approve trainers to train the curricula.

COORDINATE, DELIVER, AND MARKET TRAINING EVENTS

Training is delivered at the local level through RTCs. RTC staff perform local administration and coordination of the Training Program to facilitate both the system’s ability to respond to individuals, their training needs, and to engage staff to participate in training activities. The CMO staff assures standardization among training regions through the monitoring of the RTCs. The CMO and RTC staff collaborate in the coordination of statewide and specialized training events that are needed by child welfare professionals throughout the state.

In 2002/2003, the Training Program delivered 1,252 workshops consisting of 1,866 days of training. A total of 20,841 participants attended training with 8,113 child welfare professionals receiving at least one day of training. A complete summary of training data for the Training Program is provided in the appendix of this report.

In addition to the casework training sessions that were offered, the Training Program initiated computer skills training sessions. The following is an overview of training provided.

Course Title	Number of Courses Trained	Number of Participants
Access	2	16
Adobe Reader 5.0 (PDF)	73	—
Excel	2	13
Computer Fundamentals	1	7
Mail Merge	2	11
Outlook	4	19
PowerPoint	2	9
Word	6	40
Totals	92	115

The Adobe Reader 5.0 Portable Document File (PDF) training sessions were conducted on-site in county agencies to ensure all child welfare staff in Pennsylvania received training in the use of Adobe Reader. As part of the training sessions, the Training Program placed the Pennsylvania Standards for Child

Welfare Practice, the Orientation, Training and Resource Manual, the Visitation Manual, the Child Protective Services Law, and the Juvenile Act on the desk tops of all child welfare staff. These documents are critical in the day-to-day work of child welfare professionals. By placing the documents on the desk tops it ensures easy access to these materials. The Adobe Reader is the software used to allow child welfare professionals to use these documents on their desk tops.

The Training Program established eight regional training computer labs. The labs are used for the delivery of computer skills training at the following locations: Altoona, Meadville, Mechanicsburg, Monroeville, Quakertown, Ridgway, Scranton, and Williamsport.

In 2002/2003, the Training Program also facilitated and/or assisted in the development and delivery of specialized statewide training events including collaboration with the Supervisory Training Advisory Group to plan for the three supervisor spring conferences and three supervisor fall conferences, collaboration with the Pennsylvania State Foster Parent Association to provide twelve trainers for their annual conference, collaboration with the Private Provider Training Advisory Group to plan for one annual statewide training event, collaboration with the State Wide Adoption Network to provide trainers for their quarterly conferences, collaboration with the Independent Living Project Management Team to coordinate one Independent Living statewide conference and four regional training sessions for Independent Living.

COMMUNICATION, COLLABORATION, AND QUALITY ASSURANCE WITH KEY STAKEHOLDERS

The Training Program achieves its vision and mission through communication, collaboration, and quality assurance with key stakeholders. The Training Program implements a collaborative approach to the completion of program projects, development and delivery of training curriculum, and on-going review curriculum through the inclusion of key stakeholders in the Program. The Training Program forms advisory groups, QUAC, and project teams to implement this collaborative approach as well as solicit feedback through regular contacts with county and state staff.

In 2002/2003, the Training Program provided leadership to the following advisory committees in order to support program development and growth in the area of diversity, supervisor training, and CORE training and curriculum oversight:

- ◆ **Diversity Task Force**
The Diversity Task Force continued to provide recommendations to support the inclusion of diversity in all training materials and curriculum. The Diversity Task force also conducted train the trainer sessions on the use of the Diversity Handbook for trainers.
- ◆ **Supervisor Training Advisory Group**
The Supervisor Training Advisory Group provided recommendations on the content to address in the statewide supervisory training events, the content for the supervisory overlay for Charting the Course towards Permanency: A skills-based approach to working with children and their families and they provided recommendations for the revisions to the Supervisory Training Series.
- ◆ **CORE Training Advisory Group**
The CORE Training Advisory Group continued to provide feedback on the direction of the developing of the caseworker Core Training Charting the Course towards Permanency: A skills-based approach to working with children and their families.
- ◆ **Independent Living Project Management Team**
The Independent Living Project Management Team provided feedback on the direction of the Independent Living Project located at the Training Program.
- ◆ **MIS Advisory Group**
The MIS Advisory Group assisted in the development of the computer skills competencies and provided feedback on the development of the computer skills training curriculum.
- ◆ **Transfer of Learning Advisory Group**

The Transfer of Learning Advisory Group provided critical input and feedback on the initial direction for the Training Program's transfer of learning efforts.

- ◆ **Private Provider Training Advisory Group**
The Private Provider Training Advisory Group set the direction for the expansion of the Training Program's audience to include staff from private provider agencies. The advisory group developed a training session to introduce private agencies to the Training Program, organized a statewide training event for the leadership of public and private child welfare agencies, and developed a plan for the inclusion of private agency staff to attend the Supervisory Training Series and key caseworker CORE workshops.

The QUACs were held based on curriculum topics under development and for the revision of the ITNA.

The Training Program also participated on the following statewide committees:

- ◆ **Child and Family Services Review Management Team and sub-committees**
- ◆ **Program Improvement Plan Management Team and sub-committees**
- ◆ **IV-E Planning Committee**
- ◆ **State Wide Adoption Network (SWAN) Advisory Committee**
- ◆ **Foster Parent Association Board**
- ◆ **CASSP Advisory Committee**

As part of the Training Program's role on the Child and Family Services Review Management Team and sub-committees, the Training Program coordinated focus groups to obtain information from child welfare professionals, families served by the system, and key stakeholders. The purpose of the focus groups was to collect information regarding the quality of services to families by the child welfare system. The information is being used by the Program Improvement Plan Management Team in the development and implementation of a statewide practice improvement plan.

DATABASES, DATA COLLECTION, DATA REPORTING, AND WEB-SITES

Data is collected regarding all Training Program activities and Independent Living activities using a computerized database and other Management Information Systems (MIS).

STARS (State Tracking and Recording System)

An individual training record is maintained for every worker in the system. A training report, which includes all workshops presented and evaluation scores is maintained for Training Program Trainers. Data is communicated between the training regions and CMO staff at the University. Data outputs include: reports of workshops presented, participants in training, evaluation scores, training needs, training attending by individual participants, training presented by individual Trainers, attendance of training by staff of a local agency, cost per workshop data, and other fiscal data.

PILOTS (Pennsylvania Independent Living Outcome Tracking System)

An individual data file is maintained on each youth receiving independent living services to monitor the delivery of services. Reports are made available to the Office of Children, Youth, and Families and the counties based on need.

CERTIFICATION TRAINING

Certification Training, including CORE Curricula, the Orientation, Training and Resource Manual (OTRM), and Supervisory Training Series (STS) is offered to ensure all child welfare professionals can receive certification training requirements within 12-18 months of employment.

Curricula are organized around the goals of the Child Welfare System and consistent with the Pennsylvania Standards for Child Welfare Practice and the outcomes from Child and Family Services Review. A CORE curriculum for Caseworkers and the STS curriculum for Supervisors has been developed to assure uniform training of the foundation level competencies.

The OTRM has been developed to assist supervisors in training new child welfare direct service workers. It is designed to guide the orientation and training of the new worker. The OTRM has one module to complement each of the CORE Trainings. The OTRM is designed to assist in the transfer of learning for the new worker.

In 2002-2003, a total of 23 rounds of CORE training and 7 rounds of the Supervisory Training Series were offered throughout the state to assist child welfare professionals in meeting certification training requirements. A total of 435 casework staff completed certification and 72 supervisory staff completed certification.

THE TRAINING PROGRAMS INDEPENDENT LIVING PROGRAM

The Training Program also provides leadership to the Independent Living (IL) Program. This program provides technical assistance to county agencies with IL programs. During 2002/2003, site visits were conducted at 44 of the states 59 counties with IL programs. During 2002/2003, 8 counties in Pennsylvania did not have federally funded IL programs.

Counties receiving on-site reviews during FY 02/03:

- ◆ Adams County – 5/15/03
- ◆ AIC/Philadelphia – 5/9/03
- ◆ Allegheny County – 9/3 – 5/02
- ◆ Armstrong County – 2/25/03
- ◆ Blair County – 6/3/03
- ◆ Bradford County – 4/29/03
- ◆ Cambria County – 2/26/03
- ◆ Centre County – 2/20/03
- ◆ Chester County – 4/22/03
- ◆ Clarion – 6/4/03
- ◆ Clearfield – 6/5/03
- ◆ Clinton County – 9/30/02
- ◆ Crawford County – 4/17/03
- ◆ Cumberland County – 5/13/03
- ◆ Delaware County – 6/17/03
- ◆ Erie County – 4/16/03

- ◆ Forest County – 6/3/03
- ◆ Greene County – 12/2/02
- ◆ Huntingdon County – 4/24/03
- ◆ Indiana County – 9/19/02
- ◆ Jefferson – 6/5/03
- ◆ Jefferson County – 8/15/02
- ◆ Lancaster County – 10/29/02
- ◆ Lebanon – 8/19/02
- ◆ Lehigh County – 6/18/03
- ◆ Lycoming County – 3/10/03
- ◆ McKean County – 10/01/02
- ◆ Mercer County - 9/24/02
- ◆ Northampton County – 6/19/03
- ◆ Northumberland County – 4/16/03
- ◆ Perry County – 2/27/03
- ◆ Pike County – 5/7/03
- ◆ Potter County – 10/8/02
- ◆ Schuylkill County – 3/27/03
- ◆ Snyder County – 2/6/03
- ◆ Susquehanna, Wayne, and Wyoming Counties – 3/12/03
- ◆ Tioga County – 3/26/03
- ◆ Union County – 3/19/03
- ◆ Venango County -9/23/02
- ◆ Warren County – 4/15/03
- ◆ Washington County – 2/24/03
- ◆ Westmoreland County – 11/19/02

During 2002/2003, the Independent Living Program undertook a new endeavor by developing teaching modules. These modules are to be used by county IL coordinators, staff(s) or caseworkers responsible for leading youth groups. The modules, while written in one hour segments, can also be modified based on the instructor's need. A training on content for IL staff who lead groups will take place at the 2004 IL statewide meeting, and on a smaller scale for those not able to attend the 2004 statewide meeting. The following two modules were developed during the year:

- ◆ Accessing Housing
- ◆ Obtaining Employment /Conducting a Job Search

Future topics for development include life books (materials and knowledge necessary for a youth to succeed after care) and exploring education opportunities beyond high school graduation.

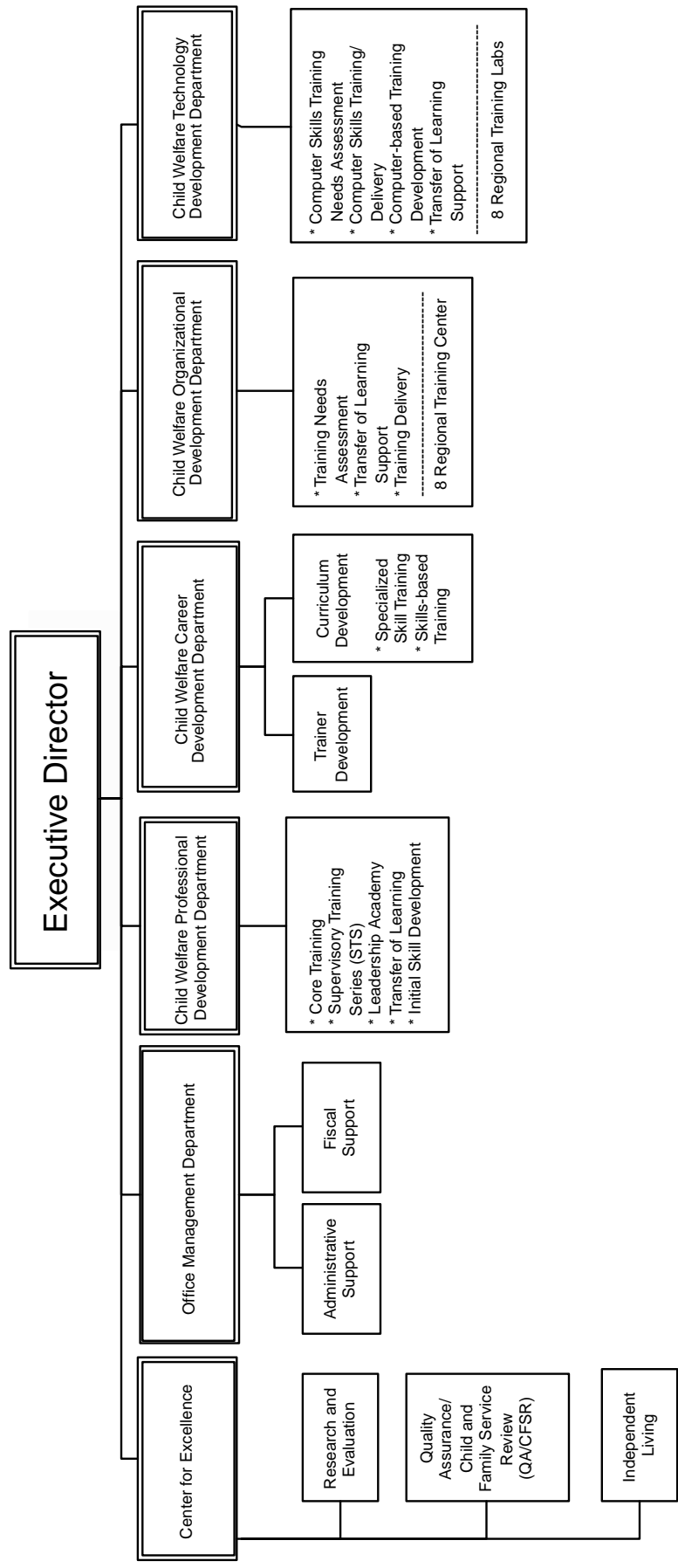
Also, three county IL staff representing Philadelphia, York, and Montgomery County's successfully completed the Development of Trainers workshop and will be training the PA Model: A Guide to Independent Living.

The IL Staff coordinated Statewide Training Opportunities including four regional meetings for IL staff and one annual statewide meeting for IL staff. Approximately 120 individuals attended the various regional meetings with approximately 160 individuals attending the statewide meeting.

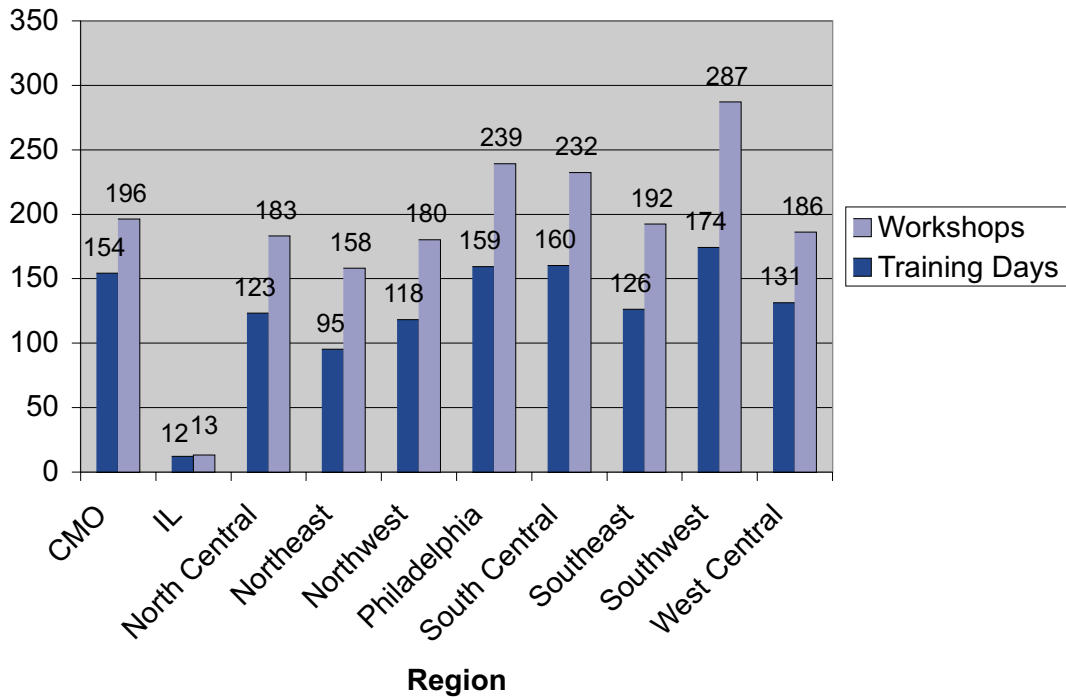
IN SUMMARY

The Training Program continues to support the child welfare system through the delivery of training and transfer of learning support. The efforts of the Training Program are designed to support the Training Program in achieving our mission, "to train those working in the Child Welfare system and to support those working with us to help families and communities to safely parent children and youth."

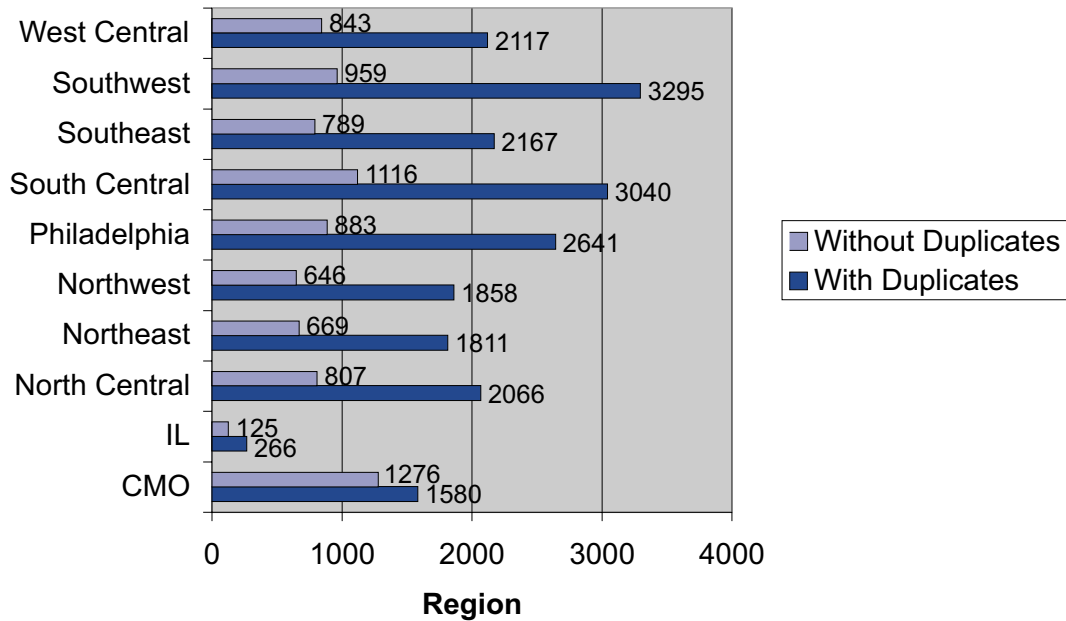
PA Child Welfare Training Program Organizational Chart for CMO



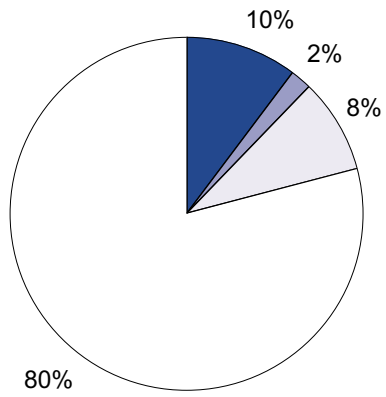
Appendix



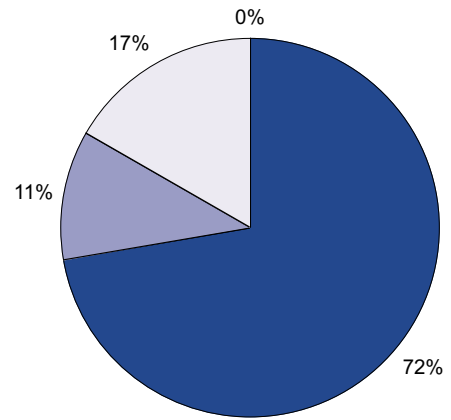
Participant Information



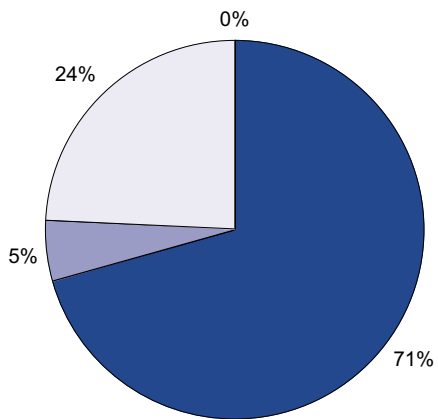
CMO Workshop Breakdown



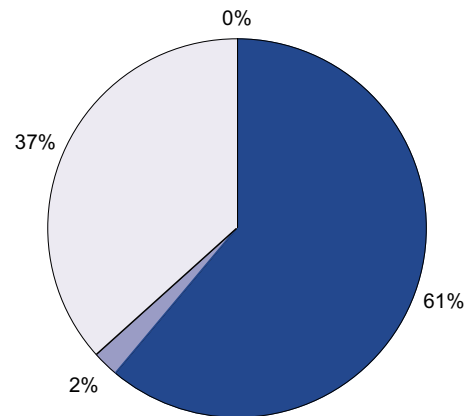
South East



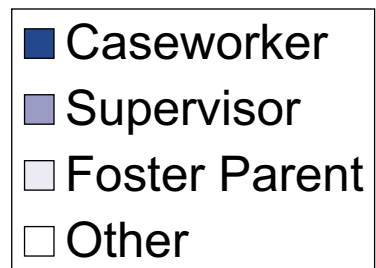
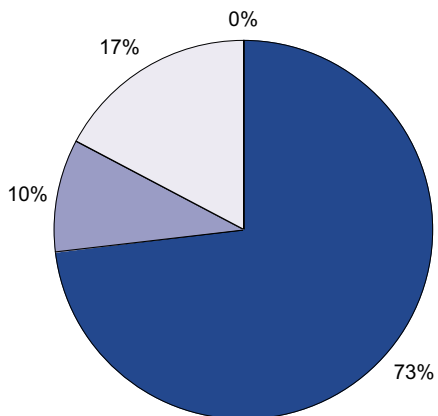
Northeast



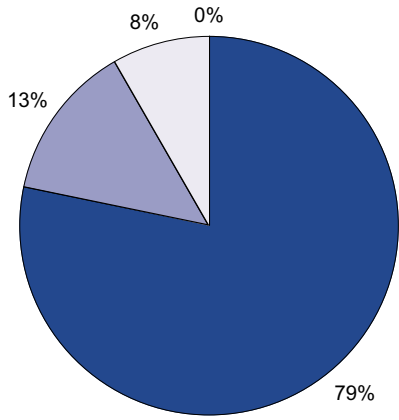
North Central



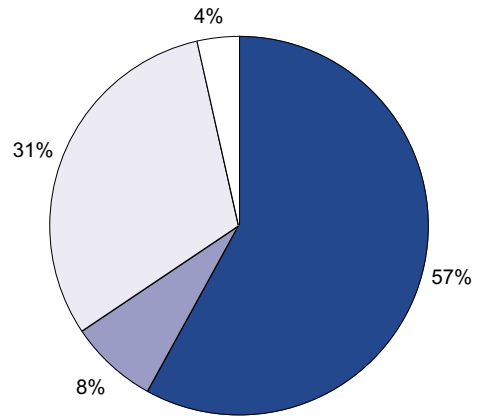
Southwest



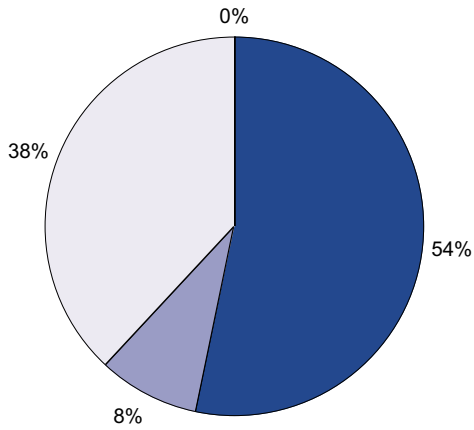
Philadelphia



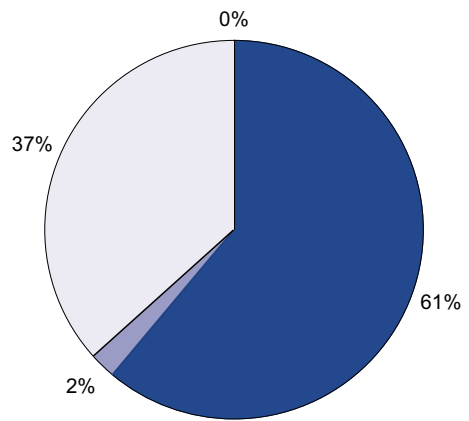
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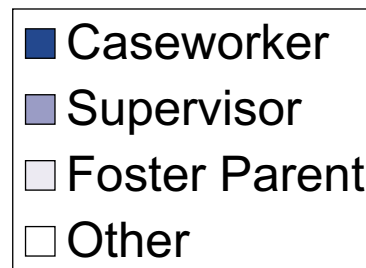
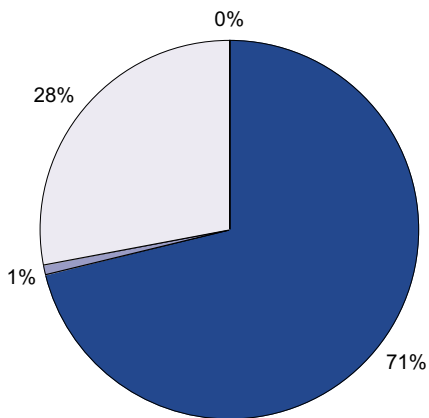
West Central



North Central



Northwest





*“All our dreams can come true,
if we have the courage to pursue them.”*

≈Walt Disney≈



PENNSYLVANIA CHILD WELFARE
COMPETENCY-BASED
TRAINING
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