

Pennsylvania Child Welfare Demonstration Project

Information Guide

Child Welfare Demonstration
Project Information and Overview

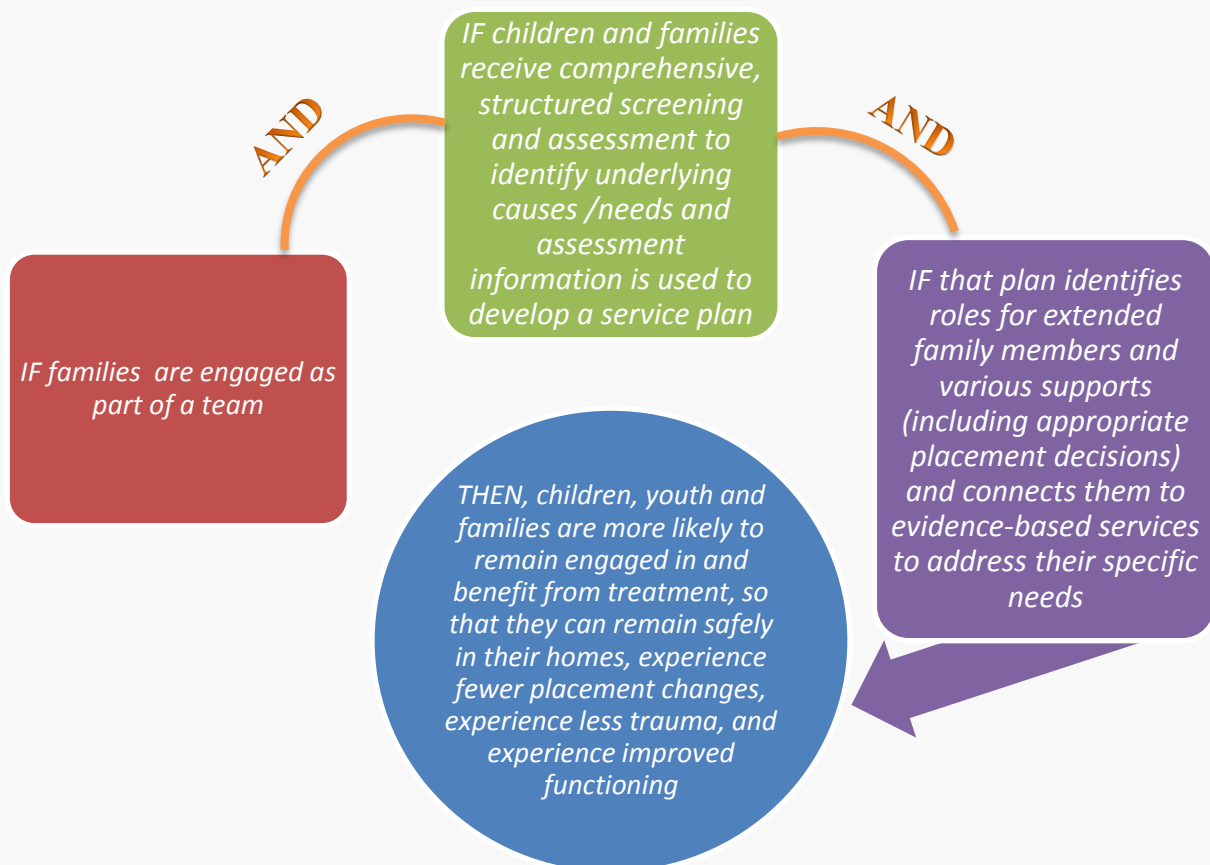


University of Pittsburgh, School of Social Work
The Pennsylvania Child Welfare Resource Center

Theory of Change

The purpose of the Demonstration Project is to promote investment in service alternatives to foster care and other forms of out-of-home care. Thus, when county public child welfare agencies more accurately assess what children and families need at the case level, they will have a better understanding of what services they should be purchasing from providers at the county level. Assessment information enables these agencies to purchase what is needed, rather than simply purchasing what is available or what can be funded under Title IV-E. The theory of change proposes engagement of families through practices such as Family Group Decision Making or Family Team Conferencing, which will promote effective partnerships in the community with resource providers, as well as with kin and extended family. These partnerships will result in increased use of extended family supports, kinship foster care, faith-based supports, and community resources, as well as decreased costs associated with the use of group home and other forms of congregate care.

What the Theory of Change Means for Families and Youth



Child Welfare Demonstration Project Phases

The Child Welfare Demonstration Project will unfold in two phases. Counties prepare to implement EBPs during the first phase of the project, while implementation unfolds during the second phase of the project.

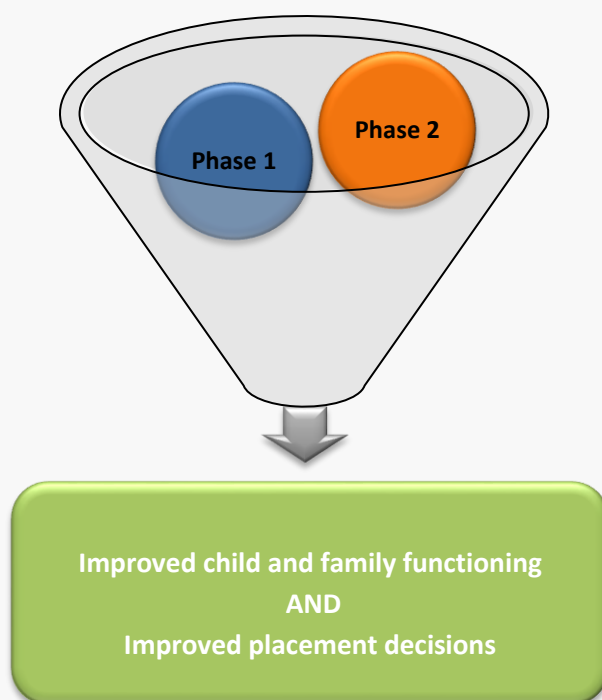
Phase One Year 1

- Initiate/scale up family engagement strategies
- Initiate/scale up assessment tools
- Identify target population of EBPs
- Make data-informed selections of EBPs

Phase Two Years 2-5

- Adopt/scale up selected EBPs
- Implement EBPs with fidelity
- Monitor and track EBP progress

Over the course of the Demonstration Project, counties engage families, assess and connect families, and provide families with evidence-based interventions toward the following two broad outcomes: (1) Improved child and family functioning, and (2) Improved placement decisions. These outcomes will be achieved through the culmination of Phase 1 and Phase 2 of the Demonstration Project:



Major Evaluation Activities, Tasks, and Tools for Year 1

The evaluation activities and tasks that are described in the first table below (Year 1 Evaluation Activities and Tasks) take place in Year 1. The tools described in the second table below (Evaluation Tools) are introduced in Year 1, and are then utilized throughout the remainder of the project.

Year 1 Evaluation Activities and Tasks		
<u>Evaluation Activity</u>	<u>Brief Description</u>	<u>What is Needed</u>
Organizational Readiness for Change Survey (ORC)	Assess county's level of readiness to implement family engagement activities, comprehensive child and family assessments, and evidence-based practices.	County provides contact information for each staff member so the online survey can be sent and received.
Key Informant Interviews (KII)	Interviews explore key stakeholders' understanding of Child Welfare Demonstration Project (CWDP) and thoughts on family engagement practices in the county.	County provides contact information for each category of key stakeholder so that phone or in-person interviews can be conducted.
Caseworker and Supervisor Focus Groups	Gauge involvement in CWDP and level of preparedness for CWDP implementation.	County recruits participants for focus group; Focus groups may be conducted as part of QSR process if timing allows.
Family and Youth Focus Groups	Gauge county's level of fidelity in carrying out family engagement activities and conducting child and family assessments.	County recruits participants for focus group; Focus groups may be conducted as part of QSR process if timing allows.
Document Review	Looks for written evidence of the extent to which activities are in place, underway or planned for in the county.	County provides documents fulfilling the categories listed in the Document Review instructions.
Family Engagement Observations	Observes fidelity of family engagement meeting processes and facilitation.	County provides dates of family engagement meetings and acquires consent from families for Evaluation Team members to observe.

Evaluation activities such as KII's and focus groups will be EBP-focused during the next phase of the project.

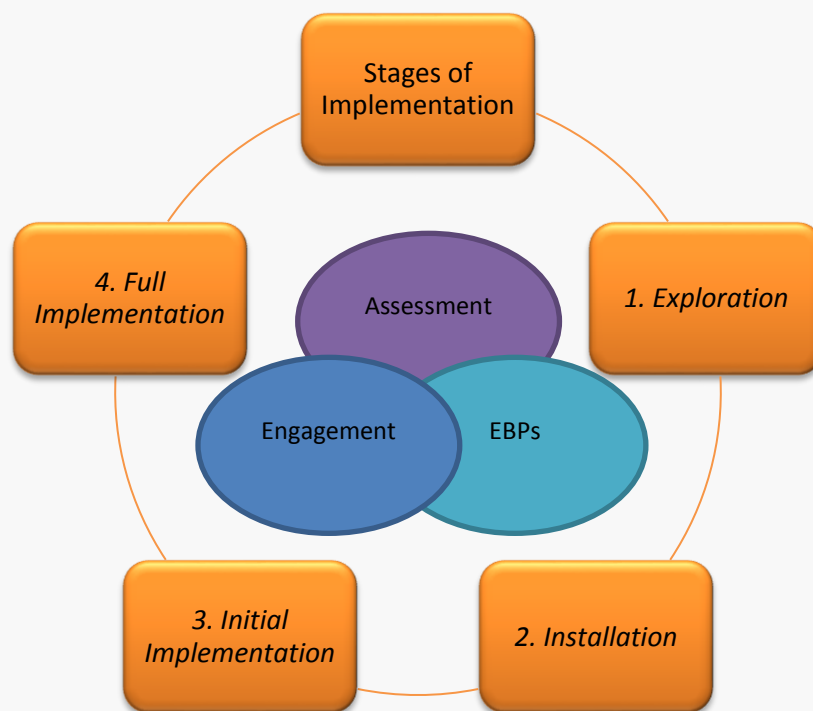
Evaluation Tools		
<u>Tool</u>	<u>Description</u>	<u>What is Needed</u>
Family Engagement	Four forms are utilized in this process to capture information about the purpose, participation, facilitation and outcomes of a family engagement meeting.	County attends WebEx training on family engagement tools and supports implementation and utilization of these tools with fidelity. County submits family engagement data by scheduled deadlines.
Ages & Stages Questionnaires®/Ages & Stages Questionnaires: Social-Emotional® (ASQ/ASQ: SE)	The ASQ and the ASQ: SE are screening tools that assess for developmental and social-emotional concerns in young children.	County/provider attends training and supports implementation and utilization of ASQ/ASQ: SE with fidelity. County submits ASQ data by scheduled deadlines.
Child and Adolescent Needs and Strengths (CANS)	The CANS assesses the needs and strengths of an individual child and serves as a support tool to facilitate service planning and monitoring of outcomes of services.	County attends CANS training and supports implementation and utilization of CANS with fidelity. County submits CANS data by scheduled deadlines.
Family Advocacy & Support Tool (FAST)	The FAST is a family version of the CANS, aimed at service planning and decision making at the family level. Its purpose is to support effective interventions when the focus of those efforts is on entire families rather than single individuals.	County attends FAST training and supports implementation and utilization of FAST with fidelity. County submits FAST data by scheduled deadlines.

+ Descriptions of Evidence Based Practices: PCIT and Triple P

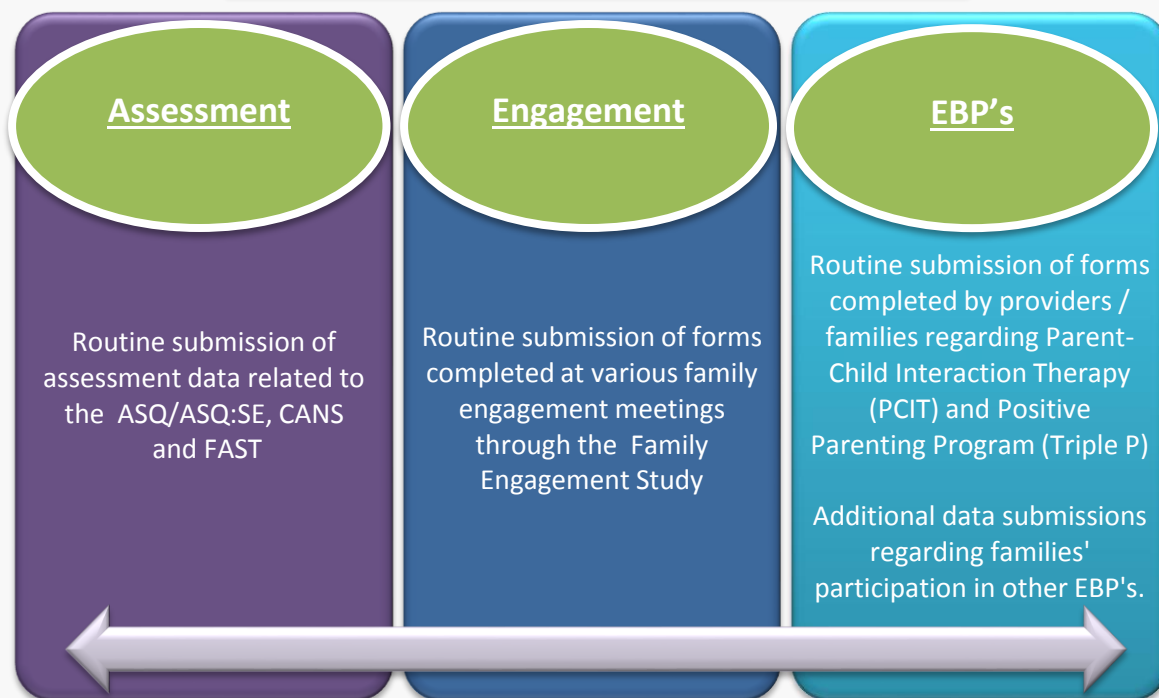
The evaluation takes an in depth look at two EBPs (PCIT and Triple P), and the data collection process related to those interventions is bulleted below. For all other EBPs, the evaluation team will need to know the following: the EBP to which a child/family has been referred and the dates of the sessions that they attended.

EBP	Description	Measures to Collect
Parent-Child Interaction Therapy (PCIT)	A dyadic behavioral intervention for children ages 2-7 and their caregivers that focus on decreasing externalizing child behavior problems, increasing child social skills and cooperation and improving the parent-child attachment.	<ul style="list-style-type: none"> ▪ Eyberg Child Behavior Inventory (ECBI) ▪ Alabama Parenting Scale-9 ▪ Barriers to Treatment Participation Scale (BTPS) ▪ Child/Parent Demographics ▪ Treatment Summary Report
Positive Parenting Program (Triple P)	<p>A parenting and family support system with varying levels of intervention designed to treat and prevent behavioral and emotional problems in children and teenagers. The evaluation focuses on the two highest levels of intervention.</p> <p><i>Level 4: For parents of children with severe behavioral difficulties covering Triple P's 17 core positive parenting situations.</i></p> <p><i>Level 5: intensive support for families with serious problems</i></p> <ul style="list-style-type: none"> ▪ Enhanced Triple P: parents whose family situation is complicated by partner conflict, stress, or mental health issues ▪ Pathways Triple P: for parents at risk for child maltreatment 	<ul style="list-style-type: none"> ▪ Eyberg Child Behavior Inventory (ECBI) ▪ Alabama Parenting Scale-9 ▪ Barriers to Treatment Participation Scale (BTPS) ▪ Child/Parent Demographics ▪ Treatment Summary Report

Child Welfare Demonstration Project: Overview

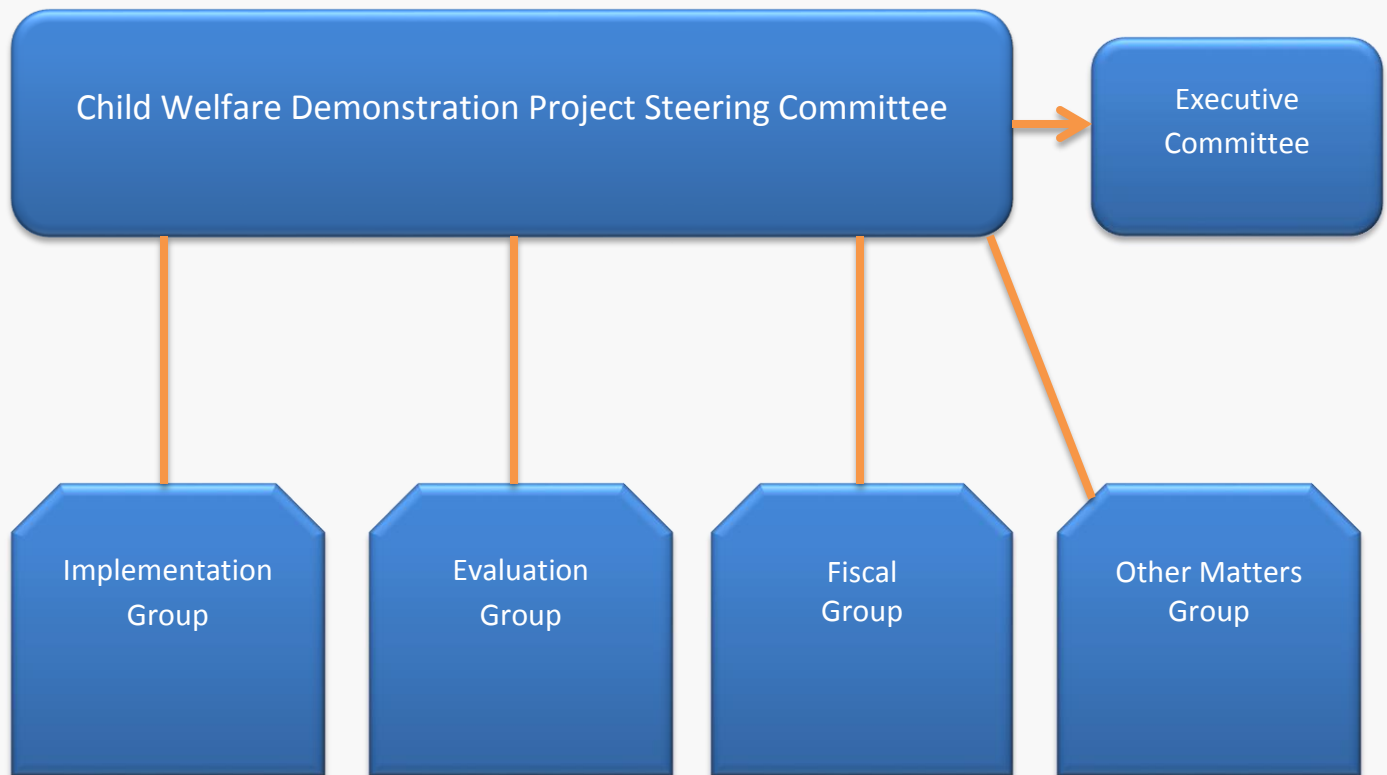


Child Welfare Demonstration Project: Evaluation



Stages of Implementation are based on the NIRN model of Implementation Science.
<http://nirn.fpg.unc.edu/learn-implementation/implementation-stages>

Child Welfare Demonstration Project Structure



****The Steering Committee meets monthly and the Executive Committee meets quarterly. All other groups meet as necessary as determined by the Steering Committee.***

*****The Other Matters Group addresses targeted issues that do not exclusively fall under the Implementation, Evaluation, or Fiscal groups.***

Child Welfare Demonstration Project Team

Evaluation Team and Roles

Principal Investigator: Mary E. Rauktis, Ph.D. - Dr. Rauktis has responsibility for the day to day oversight of the evaluation, including working with staff, consultants, and the Evaluation Subcommittee. She is also responsible for data analysis and preparing the reports for ACF. (mar104@pitt.edu).

Co-Principal Investigator: Helen Cahalane, MSW, Ph.D., ACSW, LCSW - Dr. Cahalane has responsibility for the overall direction of the evaluation, liaison with the federal program staff, state and county partners, as well as other provider administrators (hcupgh@pitt.edu).

Co-Principal Investigator: Marlo Perry, Ph.D. - Along with Dr. Rauktis, Dr. Perry has responsibility for the day to day oversight of the evaluation, including working with staff, consultants, and the Evaluation Subcommittee. She is also responsible for data analysis and preparing the reports for ACF (map225@pitt.edu).

Co-Investigator: Michael Byers, MSW - Mr. Byers is the primary liaison with Pennsylvania's Title IV-E Waiver Demonstration Project Implementation Team and specifically with the Office of Children, Youth, and Families. He partners with the Evaluation Team to develop and coordinate activities with the Evaluation Subcommittee (mib39@pitt.edu).

Senior Evaluation Coordinator: Rachel Winters, M.A. – Ms. Winters assists in the oversight of the implementation of the evaluation in the demonstration counties; focusing on data collection and quality assurance of the data (rrw14@pitt.edu).

Research and Evaluation Project Manager: Mary Carter, Ph.D. – Ms. Carter is responsible for data collection in the counties (KII, focus groups, observations of family engagement and record reviews and SPANS). Ms. Carter also assists with report writing and with administrative matters such as working with the IRB, confidentiality and data agreements.

Research and Evaluation Supervisor: Jennifer Zajac, M.A. – Ms. Zajac, along with Ms. Winters, supervises the work of the evaluation and assist in the oversight of the implementation of the evaluation in the demonstration counties; focusing on data collection and quality assurance of the data (jjp62@pitt.edu).

Evaluation Coordinator: Justin Donofrio, MSSW – Mr. Donofrio has the primary responsibility for managing the day-to-day evaluation of the Child Welfare Demonstration Project and serves as the primary contact person for the counties and other stakeholders involved with the Child Welfare Demonstration Project. Mr. Donofrio coordinates evaluation activities, the data collection process and the transfer of data between the counties/other stakeholders and the Evaluation Team; and between the Evaluation Team and consultants (jdd63@pitt.edu).

EBP Coordinator: Jenna Meister, MSW – Ms. Meister has the primary responsibility for managing the evidence-based practice component of the evaluation. Ms. Meister is the main contact person for EBP providers involved in the evaluation, and will coordinate the data collection process and transfer of EBP data between county providers and the Evaluation Team (jem275@pitt.edu).

Evaluation Specialist: Alexis Pigott, BA – Ms. Pigott has the primary responsibility for managing the family engagement component of the evaluation and serves as the primary family engagement contact person for counties and other stakeholders involved with the Child Welfare Demonstration Project. Ms. Pigott also supports the collection and quality assurance of the family engagement data collection process by communicating with county stakeholders regarding requests for, and the collection of, family engagement data (alp159@pitt.edu).

Systems Development and Data Supervisor: Matthew Kerr - Technology Development Department Lead at the CWRC. Mr. Kerr oversees software development, systems administration, and technology operations. Mr. Kerr provides on-site support and oversight for the Child Welfare Demonstration Project (mak38@pitt.edu).

Department Manager: Christine Reese, MSW – Statewide Quality Improvement Department (SQID) Lead at the CWRC. Ms. Reese oversees all of the department's units and projects; including the Child Welfare Demonstration Project. Ms. Reese provides advanced support and oversight as it relates to the progress of the Child Welfare Demonstration Project (chr23@pitt.edu).

Database Administrator: Kari Giles, BS - The Database Manager is responsible for providing regular quality assurance over all aspects of data collection and management, including data flow, data dumping routines, data security and confidentiality, and participant tracking (kag182@pitt.edu).

Statistician/Analyst: Xinmei Zhu - The Statistician/Analyst has the primary responsibility for performing multivariate analyses of large datasets, and assists with process and fiscal evaluations associated with this project.

CWDP Evaluation County Liaisons

Allegheny County → Sarah Thurston (Sarah.Thurston@AlleghenyCounty.US)

Crawford County → Kelly Schwab (kschwab@co.crawford.pa.us)

Dauphin County → Rick Vukmanic (rvukmanic@dauphinc.org)

Lackawanna County → Lisa Paglia (PagliaL@lackawannacounty.org)

Philadelphia County → Megan Getz (megan.getz@phila.gov)

Venango County → Amie Wood-Wessell (awood@co.venango.pa.us)

** Some counties may have additional staff that acts as liaisons for special requests and evaluation activities*