

# **PART II: Final Report for Fiscal Years 2000-2004**

## **(2) Training, Technical Assistance, Research, Evaluation, Management Information System**

**Children's Administration  
Department of Social and Health Services**

## **Final Report for FY 00-04: Training, Technical Assistance, Research, Evaluation, Management Information System**

### *TRAINING*

Children's Administration (CA) currently conducts training through three Divisions: the Office of Staff Development and Training (OSDT) within the Office of the Deputy Assistant Secretary, the Resource Family Training Institute within the Division of Licensed Resources, and regional training through the Division of Children and Family Services.

#### ➤ Office of Staff Development and Training

- Staff Training

Prior to 2001, statewide training was largely conducted via the Academy and under the purview of the Office of Quality Assurance and Training, whose dual focus was program review and staff training. In 2001, Quality Assurance became a stand alone unit whose focus moved from program review to case review. Staff training became a function of the newly formed Office of Staff Development and Training (OSDT).

OSDT now provides training and conferences for all levels of CA staff, Division of Developmental Disabilities (DDD) staff, Tribes, foster parents and community stakeholders. Ongoing activities include curriculum development, management and facilitation of mandatory training for CA staff, development and monitoring of training contracts, coordination and delivery of special topic training, advanced training and statewide conferences.

Post Academy trainings were originally offered to staff in 1999. As one of the post Academy offerings, the Indian Child Welfare (ICW) curriculum expanded in 2001 to cover manual training, cross cultural training, and an on-line ICW training.

In 2004, OSDT expanded post Academy trainings to cover topics such as Permanency Planning, Investigative Interviewing, Advanced Substance Abuse, Advanced Mental Health, Child Development/Neglect and Trauma, Engaging Families, Collaboration, and Advanced Domestic Violence.

Under OSDT, statewide conferences increased from two in 2000 to twelve in 2004. Our 2004 offerings include the Secretarial Conference, the Diversity Conference, Permanence and Well-being Conference for Supervisors, Family Preservation/Family Reconciliation Conference and the Leadership Conference.

Supervising for Excellence, a mandatory three week series for supervisors, originated in 1999 and focuses on leadership, the development of effective work, achieving excellence and performance through supervision, and promoting relationships, collaboration and pro-active change.

Supervisor Forums, also first offered in 1999, consisted of three offerings in 2004: Making Friends with Data, Motivational Supervision, and Stress Management for Child Welfare Supervisors.

In 2003-04, a Training Needs Assessment asked staff statewide for specific feedback in the areas of social work practice, supervisory training, and other training needs. Over 400 employees responded to the 2004 assessment. The information gathered will be instrumental in the development of the Administration's training calendar for the next fiscal year.

OSDT implemented the Aspen Learning Management System in early 2004. Aspen is an automated system used for training registration, training history tracking and development of individual tailored training plans and reports.

The Social Worker Mentoring Program was piloted in April 2004, with statewide implementation to begin in July 2004. This program will provide experienced social workers an opportunity to share their knowledge and expertise with new social workers.

- Child Welfare Training Advancement Program (CWTAP)

OSDT services include the Child Welfare Training Advancement Program (CWTAP) for Masters in Social Work students who commit to post graduate employment with CA.

CWTAP began in 1992 with an enrollment of approximately 36 students across three participating schools. The University of Washington and Eastern Washington University are the current

participating schools as Walla Walla College ceased to participate in 2002. As of 2003, 304 CWTAP enrollees have graduated with 50 of those graduations occurring in 2003.

Data currently collected on the students includes:

- enrollment statistics such as start dates, expected graduation and courses taken,
- amount of stipend received per quarter,
- practicum placement,
- in-service trainings attended, and
- a check list of required documentation per student such as agreement, correspondence, application, proof of identification and background clearance.

Hiring rates of CWTAP graduates reached a high of 97% in 2003. Since CWTAP inception, 29% of the MSWs were awarded to existing Children's Administration employees.

- Academy

The Academy was revised in January 2004 from a three week traditional model that focused on general CPS and CWS issues to a competency based model with six weeks of training coupled with an innovative two week field component.

Our previous model offered one week specialized tracks in CPS, CWS, FRS, and Foster Home Licensing. The Academy expanded these specialized tracks to three weeks in 1999 and added topics to include Adoption, FRS, Intake procedures, CPS, CWS, Licensing and Licensing-CPS.

The Social Worker Academy expanded enrollment to include tribes and external stakeholders in 2002.

- The Resource Family Training Institute

Previously known as the Foster Parent/Kinship Training Institute, The Resource Family Training Institute was renamed in late 2003 to reflect our mission to reach all who care for children within the public child welfare realm.

The Institute has expanded since 2000 while winning national acclaim for its work in technology and distance learning, including the prestigious "Telly Award", an "Emmy" nomination, "Innovations in Technology Award" and the "Governors Award for Service Improvement."

The number of Institute trainers increased from 9 in 2000 to 19 in 2004. We train an average of 8,000 participants annually in our land based classrooms. While we serve staff from both the private and public sector, most of our participants are foster parents, adoptive, and kinship care providers. Because we value the expertise of seasoned foster parents, we maintain contracts with 90 foster parents who co-train with our staff.

The Institute currently offers "PRIDE Preservice," a 27 hour introduction to foster parenting partnered with a 3 hour CA specific orientation, "PRIDE Inservice", a 60 hour course that furthers the foster parent's understanding of children's needs, and "Working With Physically and Sexually Assaultive Children in Care." An 18 hour preservice PRIDE curriculum was initially adopted in 2001, with expansion to the 27 hour format in 2004. A CA specific curriculum was previously used.

In addition to their instructional duties, Institute trainers coordinate training in First Aid, CPR, Blood Borne Pathogens and special topics. Special topic instruction is generally provided by a contracted subject matter expert and is offered statewide. Classes include such topics as behavior management, working with gay and lesbian youth, suicide prevention, and attachment issues.

Our web site <http://www1.dshs.wa.gov/ca/fosterparents> came online in 1996 and had over 700,000 hits in 2003 from 52 countries. On this site, resource parents can locate live training classes as well as view training videos twenty four hours per day, seven days per week. Resource parents can also access Pierce College's distant learning program through this website and take classes toward an AA degree and certificate in foster parenting.

We also offer our training video productions though the Public Broadcasting System and local cable access channels. It is estimated that over 500,000 people viewed our offerings through local cable access TV.

CA has sponsored an annual foster parent conference since the 1980s with between 400 to 600 attendees. Workshops cover all aspects of caring for foster children, including behavior management, anger control, Fetal Alcohol Syndrome, Attention Deficit Disorder, and working with Individual Educational Plans within schools.

➤ Regional Training Coordinators

Regional training coordinators coordinate and facilitate a variety of activities including mandatory training, special topic training, advanced training and symposia. They maintain tracking systems for staff completion of training requirements as well as for other staff development activities through the new Aspen tracking system. They may conduct region specific new employee training.

*TECHNICAL ASSISTANCE*

CA used the following technical assistance July 03 – June 04:

Date	Source	Purpose
July 2003	National Resource Center for Information Technology	Tribal meetings regarding the Statewide Assessment
August 2003; October 2003	National Resource Center for Organizational Improvement	integrated service pilot
December 2003	National Resource Center for Organizational Improvement	general PIP information
January 2004	National Resource Center for Organizational Improvement	training the PIP workgroup facilitators
March 2004	National Resource Center for Organizational Improvement	facilitate Tribal meetings for PIP input
February 2004	National Resource Center for Child Maltreatment	presentations to supervisors on safety assessment, supervision of staff who assess and plan for child safety, cultural considerations in safety assessment and planning
February 2004	National Resource Center for Information Technology in Child Welfare	presentation to supervisors on performance measures in child safety and how to use those measures to improve safety
June 2004	National Resource Center for Child Maltreatment	presentation to supervisors on permanence and well being

## *RESEARCH and EVALUATION*

Understanding that new knowledge and information on issues related to public agency services to children provides an objective basis for improving policies and programs based on data, CA established the Office of Children's Administration Research in 1987. Through a variety of federal, legislative and departmental grant initiatives, the Office of Children's Administration Research (OCAR) conducts research and evaluation projects on various questions of policy and program interest for the Children's Administration.

Current OCAR projects are as follows:

1. Evaluation of Family Reunification: 2003-2006. This study examines the characteristics of referrals to reunification services, client's needs, services, and outcomes and will develop prediction models associated with the success or failure of reunification.
2. Centralized Intake After Hours Study: 2003-2004. This study measured the length of time it takes to complete different functional activities in after hours. This data will be used to develop workload equations for the purpose of projecting staffing needs.
3. DLR Workload Study: 2003-2004. This study will measure the length of time it takes to complete different DLR functional activities. The data will be used to develop projections for DLR staffing needs.
4. Fatherhood in the Child Welfare System: 2001 – 2003. The primary purpose of this study is to examine the involvement of fathers in open/active child welfare cases. A secondary purpose is to examine what, if any, changes in father involvement occur as a result of training or fatherhood issues (Grant from Stuart Foundation).
5. Placement Re-entry: 2003 – 2005. The purpose of this study is to examine factors associated with and/or that predict re-entry of children into foster care, once placed and returned home.
6. Re-Referral in Child Protection: 2002 – 2003. The purpose of this study is to examine factors associated with and/or that predict re-referral of families to child protective services.

7. Foster Youth Transition to Independence Study: 2000 – 2004. This study examines the outcomes of youth who transition out of foster care. It looks at the post-care experience of youth aging out of foster care and examines the way services during placement help youth make a successful transition to independence. Youth are interviewed prior to leaving foster care and again 12 to 18 months after leaving care to collect data on services received while in care, and information about their placement experiences and post placement adjustment to independence such as living arrangements, employment, social support, criminal behavior, etc. This project is funded by Federal Region X Independent Living, Casey Family Programs and Children's Administration. Results will be disseminated to Independent Living providers, Children's Administration managers and supervisors, and at Foster Parent Conferences.
8. Longitudinal Study of the Long Term Effect of Child Abuse and Neglect for Children Referred to Child Protective Services (LONGSCAN): 1994 – 2014. LONGSCAN is a 20-year longitudinal study examining the long-term effects of child maltreatment on the growth and development of children. There are 1,500 children enrolled in LONGSCAN from sites in Chicago, North Carolina, Baltimore, San Diego and Seattle. The children and their caretakers are interviewed at baseline (entry into project), and at ages 4, 6, 8, 12, 16, and 20. Yearly telephone interviews are also conducted with each family. Each LONGSCAN site also has additional questions of interest. The Seattle study places additional emphasis on the service needs of families and risk assessment in child protection. The project is funded by the National Center on Child Abuse and Neglect, DHHS and the National Institute of Health.
9. Adolescent Neglect: 1999 – 2004. This study, funded by the National Institute of Health, is supplemental to the LONGSCAN study. The purpose of the supplement is to study neglect, with a special focus on neglect of older children (age 14 and above).
10. Intensive Family Preservation Services/Family Preservation Services: 1997 - 2004. This study examines the process of referral and gatekeeping in the Intensive Family Preservation Services (IFPS) and Family Preservation Services (FPS) programs. Outcomes for families referred to IFPS include placement rate outcome and post treatment referral information for families referred to Family Preservation Services (FPS). This is an ongoing study funded by CA.

11. Washington Foster Care Alumni Study: 1999 – 2004. A cooperative study with the Casey Family Program to evaluate the long-term effects of two different foster care systems on adults who were maltreated as children. The study examines mental health, education, employment, and other areas of functioning.
12. Alternative Response System (ARS): 1996 – 2004. This is an on-going study that examines the outcomes for low risk families referred to one of three models of alternative response community based providers. Re-referral, placement, and health and safety outcomes are examined for clients referred for services. Client satisfaction is assessed based on a post service survey. Outcomes for different ARS models are compared. Results are provided to Children's Administration management, ARS coordinators and ARS providers. Reports are also provided to the Washington State Legislature upon request.

CA will continue to conduct research on the identification of child abuse and neglect, effective intervention strategies, reoccurrence and placement re-entry rates for child welfare services, given our commitment to using data as a foundation for organizational and program change.

#### *MANAGEMENT INFORMATION SYSTEM*

CA's data collection is centered in our Statewide Automated Child Welfare Information System (SACWIS), the Case and Management Information System (CAMIS). Staff are equipped with computers at each work station so case specific information can be entered into this database. Refining the programs within CAMIS as well as the creation of new programs as the need occurs is the responsibility of the Children's Administration Technology Services (CATS).

Over the last 4 years, key accomplishments can be summarized as follows:

- The SACWIS required interface to our Title XIX system was completed and deployed on December 23, 2002.
- Seven revised or new assessments were developed and deployed from early 2002 through 2003. These include a revised investigative assessment, and new safety assessment and safety plan for child protective services and the Division of Licensed Resources, a reunification assessment, a re-assessment and an assessment for the purposes of transition from foster care back to the home environment.

- A revised and updated Facility Complaint module for the Division of Licensed Resources was created.
- An automated Title IV-E eligibility determination and re-determination tool was created. This tool is required per SACWIS specifications.
- The SACWIS interface to Title IV-A system is complete and ready for deployment on July 6, 2004.
- The CATS has met timelines for all requirements of the federally required AFCARS Program Improvement Plan to date.
- Our SACWIS Assessment Review action plan has been reviewed and approved by the Administration for Children and Families (ACF).